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ABSTRACT

This booklet is designed to introduce the reader to Values Education. Its purpose is to provide the teacher with those techniques and methods necessary to make values an integral part of any curriculum. The goal is to re-orient the learning experience, making it more meaningful for all concerned. A commitment to this end is necessary if this goal is to be achieved. Values Education assumes that teachers have the task of assisting learners in their quest for a clear, consistent and defensible system of values. A student exposed to some systematic treatment of values should, among other things, display a clear, consistent, and defensible pattern of judgments and actions based on a value system, and focused on the universal needs of affection, respect, skill, enlightenment, power, wealth, well-being and responsibility. This booklet provides exercises and activities to promote this end. (Author/BP)

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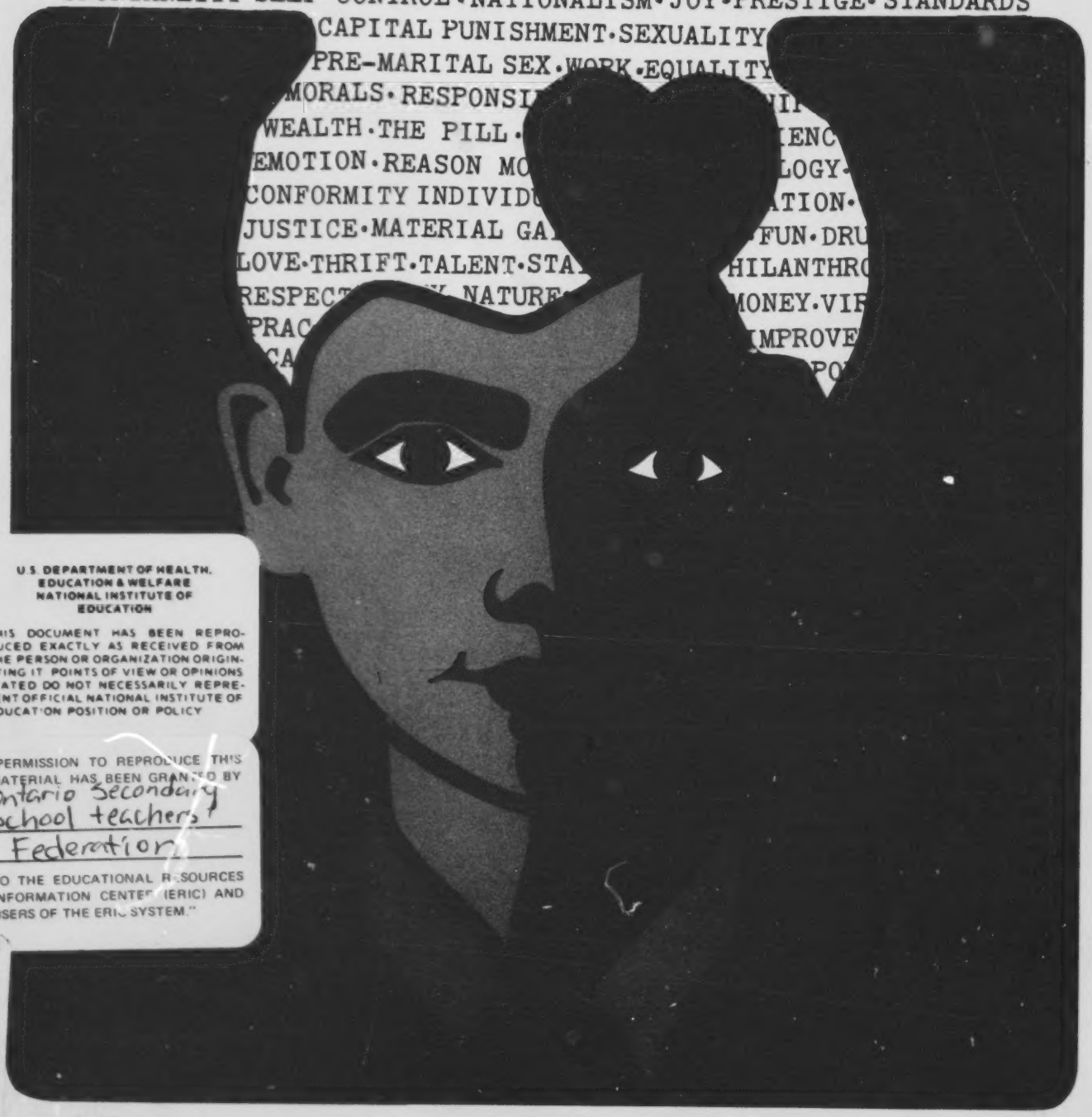
VALUES EDUCATION

a resource booklet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Values Education

A RESOURCE BOOKLET

Preface

This booklet is designed to introduce the reader to Values Education. Its purpose is to provide the teacher with those techniques and methods necessary to make Values an integral part of any curriculum. The goal has been a keen desire to re-orient the learning experience, making it more meaningful for all concerned. A commitment to this end is necessary if this goal is to be achieved and this work of some value.

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Contents

Preface 1

Introduction 3
Stating The Issue 3
What Is Values Education? 5
The Goals of Values Education 6

How To Begin 7
Beginning Values Education 7
Creating The Atmosphere 9
Approaches to Values Education 10

Values Clarification: Simon-Raths 16
Using the Model 16
Public Interview 16
A Values List 17
The Values Grid 18
Rank Order 19
"I Learned . . ." Statements 19
Teaching Techniques 19
Value Name Tag, Milling, Values Sharing Trio 19
Values Shield 20
Pie of Life 22
Obituary 23
Values Voting 24
Values Continuum 25
Brainstorming 27
Three Characters 28

Cognitive Moral Development: Kohlberg 29
Kohlberg's Theory 29
Using the Moral Dilemma 32
The Lesson Plan 32
An Application 33

Synthesis: Rodnay Allen 37
The Model 37
The Valuing Process: Model Application 37
Teaching Techniques 43
Decision Making Matrix 43
Perception and Evaluation of Alternatives 44
Consequences 44
Student Assignment: Intermediate Division History 45

Transactional Analysis: Berne-Harris 51
An Explanation 51
Application: A Student Assignment 56

Moral Dilemmas and Curriculum 63
Moral Dilemmas in the School 63
Subject Dilemmas 67
Course Unit: World Religions 70

Values Games 79

Resources 87
Print 87
Film 95
Projects 96

Introduction

Stating the issue

'Every day most people make . . . moral decisions of right and wrong . . . I think that's what we're talking about and whether a school has a role to play in helping to develop our young people so that they will be able to make these kinds of decisions . . .

Should we attempt moral education in the public schools?

For me both as a private citizen and as Minister of Education, the answer must be an unqualified "yes" '.

Thomas Wells,
Minister of Education, Ontario 1974

'Human values education in one form or another is at present the most exciting and explosive development in education in Ontario — and apparently almost everywhere else in Canada, the United States and United Kingdom.'

Brian Burnham
Research co-ordinator
York County Board of Education

There's no hiding from your values. They are as integral to you as your skin. Everything you do reflects them. To disavow you have them is in itself to reveal one of your values.

For example, when you sell an automobile, what should you reveal to a potential purchaser about your mechanical disaster? Your decision may not subject you to long sleepless nights, but the way you make up your mind is part of a life-long search for meaning and significance of living. By scrutinizing and weighing their values many people have found that their daily lives have taken on a new and more satisfying direction.

Every man, woman and child needs help in trying to make sense out of the confusion and conflict of today's world. How does one know how to use Saturday? How can one best raise one's children? Where does one

get insight into discerning the guidelines each unique human needs to live? These are some of the important values questions people might consider in a systematic manner.

In the past, many educators have denied that schools should influence student values, arguing that this field ought to be the exclusive domain of parents and church. Values learning was therefore excluded from the *planned* curriculum.

Schools however, do influence the values of students. By demanding punctuality, encouraging hard work, teaching particular content, or enforcing standards of dress, schools communicate what is considered to be important. In reality any school rules, or actions by a teacher, communicate a values message to students. Values learning is an unavoidable part of all subjects, whether it is treated explicitly or implicitly.

This being the case, schools indeed have always had a values curriculum, but one which was in a large measure hidden from view and therefore excluded from critical analysis and evaluation.

A *systematic approach* to values and the process of *valuing* is very necessary today because society is much more pluralistic than it was 25 years ago. In the past there tended to be more agreement within society as to what was right and wrong, and children had fewer models to influence them. Both the family and the church had greater influence than they tend to have today. The authority of elders carried more weight. Children had a better chance of sorting out their beliefs and actions because their choices were limited.

Society now offers a multiplicity of models to be emulated by children, but few solid answers as to which of these are better or worse.

The size of urban centres, government encouragement of ethnic individuality, the pervasiveness of the mass media, and the general retreat from authoritarianism in society as a whole, necessitates the availability of some *system* by which children may examine their value structure, relate it to the social context, and then make intelligent choices.

Today's schools and classrooms have changed too. No longer is the teacher viewed as an unquestioned authority. Students freely take the initiative to interact with one another and appear to expect greater informality in their relations with staff members. They seem less respectful of both people and property.

Discipline in the classroom is different as well. The inflexible authoritarian finds it difficult to operate effectively and laments the decline of academic standards. Students seem to prefer courses which offer them the opportunity to be active participants in discussions in which their opinions are not only accepted but respected.

All these developments provoke controversy, pose real dilemmas for teachers, and demand new responses. Values education *strategies* help both teacher and student to understand themselves and each other better, enabling each to create a healthier atmosphere for learning, and offering a meaningful focus for the study of whatever discipline is involved.

What is values education?

Scholars do not agree on a precise definition for "values education" nor have they achieved consensus as to what approach to the study is best.

What is written here is an attempt to supply a very general description of the parameters of the values domain and to explain how the approaches to the subject described in later chapters fit into the overall scheme of things.

Briefly any definition of the word 'value' contains two elements.

A value is 1) a basic or fundamental belief —
2) which affects one's thoughts and behaviour

It should be noted that such basic beliefs may not be clearly thought out or even recognized as such by the person holding them. In fact many values might be better described as 'preferences'. However whether well formulated or not values do affect behaviour, and this fact is what makes values education so important. The critical examination of one's value structure should lead to more responsible and intelligent action.This claim is underscored by arguments offered by several scholars that morality is simply a facet of the values domain. How one treats people, or whether one obeys the law, clearly depends upon one's value structure.

Generally speaking therefore values education involves providing the opportunity for students to clarify their values *and* to examine them within the social context. Both elements of this definition must be represented in any values program. It is not enough for students to become aware of their values if they adopt the position that whatever an individual values is right and good for him. Such a position would suggest that one was acting morally as long as one acted in a manner consistent with one's own value structure. Since this argument does not take into account the rights and aspirations of others it is not likely to be socially constructive. If however students are encouraged to measure the merits of their values against what is socially constructive there will develop within individuals not only self knowledge but also the skills and tendency toward reflecting upon the consequences of their actions to others.

The approaches to values education fall within a continuum having at one extreme an emphasis upon emotion and at the other an emphasis upon reason.

The emotional polarity stresses individual self awareness, sensitivity to feelings and tolerance of others, while the rational polarity emphasizes the systematic analysis of problems in the social context taking into consideration moral principles and their application in the particular situation. Generally speaking the Simon/Raths approach falls closer to the emotional end of the spectrum and the Kohlberg approach closer to

the rational end. The Rodney Allen approach represents an attempt to reach synthesis but tends to be very analytical in nature. The approaches detailed in this book are not mutually exclusive but in fact tend to complement each other. Until some clear consensus is reached, however, among scholars, it is necessary for teachers to produce their own synthesis, drawing from the several schools of thought, to develop an individual approach that is suitable both for themselves and their students.

The goals of values education

Values Education assumes that teachers have the task of assisting learners in their quest for a clear, consistent, and defensible system of values. Based on this assumption, a student exposed to some systematic treatment of values should be able to:

- express an increased conviction in the responsibility for the effects of his actions.
- identify moral issues embedded in a variety of materials, including the daily mass media.
- formulate action ideas that reflect value-laden issues.
- display skill in decision-making, empathy, role-taking, formulating actions that are more likely to facilitate growth in an enduring system of values, and in resolving relevant moral conflicts.
- display an increasingly mature perception of reality and moral judgment.
- display a clear, consistent, and defensible pattern of judgments and actions based on a value system, and focused on the universal needs of affection, respect, skill, enlightenment, power, wealth, well-being and responsibility.

How to begin

Beginning values education

Teaching values education in a *structured* way is relatively new. Certainly, teachers have always been sensitive to the fact that values are a part of what they do, but only recently has much research and work been done to see how values could be taught deliberately and effectively in the classroom.

A problem for the further development of values education is that of familiarizing teachers with its significance and relevance to their own teaching areas. Added to this, is a general reluctance to deal with values on the grounds that they are not the immediate concern of the school. Some teachers might react to the suggestion of values education as follows:

- My subject is very important to the education of children. I don't see why I should take time from it for the study of values.
- I don't know enough about values education to know where to begin. The philosophy and techniques are really a mystery to me.
- I feel uncomfortable when dealing with values issues. I am afraid that the students will be hurt, rather than helped, by such activities.

Such fears are very real and understandable, but can be overcome.

Teacher preparation

The most effective beginning is to participate in a values workshop. In some cases the first exposure to values is through a Simon-Kirschenbaum *Values Clarification Workshop*. Here the teacher is exposed to a number of values techniques which can be utilized in the classroom situation. However, before the teacher implements these techniques, he should have a broader understanding of the valuing process. It is important to become familiar with Lawrence Kohlberg's *Theory of Cognitive Moral Development*.

Although Kohlberg's theory will be dealt with in a later section, it is appropriate here to note that he claims an individual's moral development matures according to a specific sequence of three levels, each consisting of two stages. Once the teacher has grasped the theory, he will realize, that if a class is dealing with a specific moral dilemma, likely there will be different solutions expressed by students. More importantly, the students may reach the same solution but their reasons for doing so may be entirely different, in that they are at different levels of moral development. It is the teacher's task to help each student see the possibilities in the moral stage beyond the one he presently exhibits, and thereby facilitate his moral growth.

Following some experience with *Values Clarification* and the *Theory of Cognitive Moral Development*, the teacher should examine other models or approaches to values education:

- BORTON MODEL
- OJEMANN MODEL
- TRANSACTIONAL ANALYSIS VALUING MODEL
- RODNEY ALLEN MODEL
- LASSWELL, ARNSPIGER AND RUCKER MODEL

Having considered the various approaches, the teacher is in a position to select the model with which he feels most comfortable, and then to incorporate the approach into his lesson plans. This fusion of values with course content should be a slow process in the beginning, and increased only as the experience of the teacher dictates.

Listed below are several recommendations which take into account the concerns expressed above.

- Choose the discipline with which you are most knowledgeable and comfortable. You are more likely to be able to clearly identify values issues in your area of specialty than in any other.
- Try to identify units within already-established courses that you teach which naturally contain, or could be easily modified to contain, values-related topics.
- Choose from the many *values-related techniques* described in this booklet, one with which you feel most comfortable. Modify the technique so that it relates directly to the topic you have in mind and try using it.
- Start with simple techniques rather than the most complex.
- Try to find another teacher in your department who also wishes to include values-related learning in his courses. Work together, trying ideas out on each other, and discussing the outcomes of your latest experiments. Give each other advice and a sympathetic ear.
- If the technique worked to your satisfaction, rewrite the unit to include it. Try the same technique later in the course and in other courses, adapting it to different topics.

Classroom preparation

In order to teach values education in the classroom the teacher must first establish a good rapport with his students.

Perhaps it should be said that many teachers who have never been exposed to values education will have succeeded in establishing this type of rapport, and certainly when a moral issue is raised in the classroom they can deal with it effectively. But the difference between this teacher and the teacher who has been exposed to, and has internalized the valuing process, is worthy of note. The values education teacher has the advantage of hundreds of techniques which have been carefully developed and used extensively in many classrooms. Also the values education teacher has selected a valuing model which allows for a definite structure. For example, when a moral issue arises, the teacher might have the students work through a Rodney Allen approach. It will allow the students to broaden the scope of the dilemma and make a reasonable decision based on a number of alternatives or courses of action.

In short, the accomplished values education teacher:

- knows how to handle moral issues.
- has the confidence of his students.
- gets to know the students better and is sensitive to their limits and needs.
- helps in the moral growth of the student.

Creating the atmosphere

Values Education attempts to start where the student is and helps him clarify his own values, and measure them against those held by others. As a result of such activities, it is hoped that a process of internalization will occur, causing students to modify, in a positive way, their attitudes toward themselves and others, until they come to a morality based upon humane principles.

It should be obvious that, central to this process, is an individual's willingness to share feelings, ideas, and beliefs, with both classmates and teacher. To share oneself honestly in this way, is to many, a trying experience, but without such honest dialogue, useful learning is unlikely to occur. Consequently, it is important that an atmosphere be established which will supply both motive and support for such action.

Essentially then, the classroom must become:

- a centre of honest inquiry into real problems and
- a place where students feel safe in expressing their values.

Students must become aware that in the values realm there are few absolutely right or wrong answers. The teacher during values-oriented exercises ceases to be an expert. Students are so accustomed to assuming that, in his field, the teacher is in possession of the correct answer, that discussions are often exercises in guessing what response the teacher wants to hear. In values discussions the teacher must be careful to offer his own alternatives simply as other opinions for consideration. To do otherwise is to undermine meaningful dialogue.

To build a safe atmosphere, the teacher should offer warm support to all students, and exhibit a genuine concern for them. He should attempt to understand his students' positions on classroom issues, and incorporate them into decisions that are made. If this is done skillfully over time, an atmosphere of teacher-student trust develops; one which certainly augments any learning experience, and is especially conducive to values learning.

Students must be taught to accept the thoughts of others in a supportive manner. This trust atmosphere can be fostered in several ways:

- In any discussion, each individual has the right to "pass" — to refuse to speak if he feels that the expression of a thought would be too painful. The teacher should very rarely force anyone to participate. If the "I pass" rule is honoured consistently and students allowed to volunteer their thoughts, the shy will gain confidence.
- Everyone must at one time have experienced the hurt caused upon hearing an associate say, 'Isn't that stupid!', or 'Only an idiot would say that!', in response to an idea expressed. A well delivered *'killer statement'* can ensure that a shy student will never again offer to reveal something he believes to be really important. For this reason such statements should be outlawed in a values oriented classroom.

A good strategy to help students become aware of killer statements and their effects is to have them spend one day recording every such statement they hear and then sharing their experiences in class.

- Always introduce classes to values discussion with light topics. Many of the *Simon's techniques* can be used with everyday, non-threatening content.

Why Am I Afraid to Tell You Who I Am
Peacock Film Strips
Argus Communications
Niles, Illinois, 60648

An effective filmstrip and audio tape introduction to better communication and human relations.

WARM-UP ACTIVITIES

Ask the students to help you list different kinds of emotions — love, hate, anger, sorrow, joy, grief, jealousy. Then have each student bring to class a poem, short story, novel, or play in which one or more of these emotions is depicted. Students should read aloud pertinent sections from the writings.

Have a class discussion of healthy and unhealthy means of self-control. Ask the students to give examples of each type of emoticnal control.

Ask each student to think of situations which he has been unable or unwilling to express in emotion. Have a class discussion about the possible reasons for hiding the emotion in each case.

Have each student think of the significant people to whom he finds it easy to communicate emotions. Discuss the reasons for his/her ability to be open with those people.

Would you rather . . .
- go to dinner at Harvey's or at a gourmet restaurant?
- buy a Volkswagen or a Mercedes Benz?
- live in the country or the city?
- watch a hockey game or a documentary on television?
- be remembered as a scholar or a businessman?

Have each student bring to class a piece of recorded music that evokes or describes one of his most strongly felt emotions. Play as many pieces as possible, letting the students discuss their individual reactions to the music.

Encourage the students to create works of art — poems, songs, drawings, paintings — that express emotions to them. Have them bring their creations to class to be shared and discussed.

From these discussions many important concepts can emerge. It is important to clarify them before more controversial topics are tackled. These key concepts are:
- people's actions are based upon what they value.
- everyone has different values.
- actions are often neither right nor wrong, but merely a reflection of personal values.
- one should usually be tolerant of the values of others.

Values education stresses:
- that students become more accepting of others despite the fact that they do not always agree on specific issues.
- that people may disagree without rejecting each other out of hand.
- that the use of killer statements has no place in the classroom.

The result should be an atmosphere of acceptance wherein students feel safe even though their ideas are not universally accepted. Students will, in time, be able to empathize with others and consequently will phrase statements of disagreement in gentler terms than they did before.

Several other strategies exist that help create a healthy atmosphere in the classroom. Three of these are explained later in this publication.

- NASA key
- Win as Much as You Can
- Two Way Communication

Approaches to values education

There are many approaches to values education. Douglas Superka has attempted to classify these and, although not rigid or all encompassing, his classification does give the teacher a useful grid with which to make some sense of the vast amounts of literature on values education.

Evocation

The purpose of the evocation approach is to help students evince and express their values (personal moral emotions) genuinely and spontaneously without thought or hesitation. The process of valuing is one of feeling or emoting. Students are encouraged to make spontaneously free, non-rational choices.

Two teaching strategies related to this approach are to provide an environment which allows maximum freedom for students, and to present a provocative stimulus (picture, slide, movie, story, paragraph) for which spontaneous reactions are elicited. Students are not encouraged to label or to discuss reasons for their responses.

There are no curriculum materials which totally and purely reflect the evocation approach to values education. The following activity would, however, be characteristic of this approach: the teacher shows a slide of starving Biafran children and then asks students to express their first reactions; there would be no time allocated for reflection or discussion.

Inculcation

The basic purpose of the inculcation approach is to instill or internalize certain desirable social or human values into students. Valuing is considered a process of identification and socialization. Students are not encouraged to make free choices, but to act according to specific desirable values.

Positive and negative reinforcement and *modelling* are the two most effective methods of inculcating values. Inculcation can be accomplished directly and systematically (as in behaviour modification) or indirectly and subtly by a teacher's natural actions and responses.

Some form of inculcation is manifested in nearly all curriculum materials. Substantive values such as honesty and respect for authority are often directly instilled, as are process values such as rationality and intellectual curiosity.

A class is discussing a situation involving a conflict over the values of winning and respect for authority, on the one hand, and compassion and human life on the other. In order to sway the students to the latter values the teacher ends the class by showing a slide of the Biafran children. Then he or she states that these children starved because Nigerian and Biafran leaders valued winning and respect for authority more than human life. The teacher is thus attempting to change the student's value positions to those deemed more desirable by submitting provocative evidence from only one point of view.

Awareness

The fundamental purpose of the awareness approach to values education is to help students become aware of and identify their own values and those of others. Frequently, students are encouraged to share (discuss in a non-threatening, non-argumentative way) their values and value positions with other students. Students are not, however, urged to defend or argue about their value positions, to interrelate newly identified values with others in their value system, or to examine extensively their personal behaviour patterns.

The primary methods used to stimulate value awareness are to present value-laden situations or dilemmas through readings, audio-visual techniques, role playing, group discussion, and simulation games. The content of the value situation does not usually relate directly to the personal lives of the students. Following the dilemma presentations, students are asked to react personally to the dilemma and to empathize with one or more persons involved. In doing so, students engage in the process of making inferences about values from the thoughts, feelings, beliefs, or behaviour of themselves and others.

Many values education materials use this approach and some, which profess to reflect other approaches (such as analysis or clarification) actually use the awareness approach.

During a unit on World War II the teacher shows a film depicting Nazi war crimes. Students are then asked to do a *Here and Now Wheel*. This involves drawing a large circle on a sheet of paper and dividing it into four sectors. The students try to identify four of their most immediate feelings and to write them in the sectors. Then they choose one of those feelings and write a sentence describing it. At this point the students try to infer what value or values they are displaying by such feelings. The activity is concluded by dividing the class into groups of three in which feelings are shared and values clarified.

Moral Reasoning

The moral reasoning approach to values education attempts to stimulate students into developing more complex patterns of moral reasoning. Kohlberg's theory of six stages of moral development is the framework most frequently used in this approach. Students are urged to justify their positions in an effort to move from one stage of reasoning to another.

The technique most characteristic of the moral reasoning approach is to present a hypothetical or factual value dilemma story which is then discussed in small groups. Students are presented with a story involving one or more characters confronted with a moral dilemma. Students are urged to state a position as to what the person in the story should do and to provide reasons for this position. The class then breaks into small groups to discuss their value positions, then the students consider their positions once again to see if they have maintained or changed their viewpoints. By exposing students to higher levels of reasoning through group discussion, Kohlberg's research indicates that students will be stimulated to reach a higher stage of moral development.

Few materials attempt to incorporate the moral reasoning approach into their methodology.

The students read a short story describing "Helga's dilemma" — should Helga hide her long time Jewish friend Rachel, from the Nazi Gestapo or turn her away. The students are asked what Helga should do and why. Then they break into groups to discuss their reasoning. The teacher proposes alternative dilemmas (e.g. suppose Helga had only met Rachel once and did not know her well. What should she do then?) and asks other probing questions such as "Should a person ever risk the welfare of relatives for the welfare of friends? Why?" Through discussion and reflection students are encouraged to express a reasonable value position rather than to come to a consensus by adopting other points of view.

Analysis

The analysis approach, similar to that of moral reasoning, emphasizes rationality. The essential purpose of value analysis is to help students use logical thinking and scientific investigation procedures in dealing with value issues. Valuing is conceived of as the rational process of determining the goodness or worth of phenomena.

The teaching methods most frequently used in the analysis approach to values education are individual or group study of social value problems and issues, library and field research, and class discussions. Processes which are fundamental to value analysis include clarifying the value question, identifying the values in conflict, gathering evidence, determining the relevance and truth of purported facts, arriving at value

decisions, applying analogous cases, and inferring and testing the value principle underlying the decision.

Generally speaking, social science educators advocate the analysis approach above all others. With varying degrees of emphasis, this approach is reflected in many social studies materials which focus on values education.

A group of students are trying to decide whether or not welfare is a good thing. In order to help the students identify and clarify the value question in more specific terms, the teacher helps the class to re-state the question, for example: "Is it morally wrong for poor people to be supported by public funds through welfare programs?" Students then gather data on the issue and assess the truth of various purported facts. (Fact #1: People in Detroit receive a welfare check of $175 per month and have no jobs. Fact #2: Some people on welfare work hard even though they don't have jobs.) The relevance of these facts are then determined and a tentative value judgment made. Based on the choice of facts which influenced their decision, the value principle or criterion of the students can be inferred. Reasons for believing or not believing in this position are then probed and a new decision reached or the original one maintained.

Clarification

The focus of the clarification approach is to help students use both rational thinking and emotional awareness to examine personal behavior patterns and clarify and actualize values. Students are encouraged to examine and become aware of their personal and social values, to uncover and resolve value conflicts, and to act according to their value positions and choices.

One method which typifies the clarification approach is the *self-analysis reaction worksheet* which usually consists of drawings, questions, and activities which stimulate students to think about themselves. Contrived and real dilemmas, value situations, listening techniques, songs, and creative tasks are also used in clarification.

Twenty Things You Like to Do is a technique which can be used in this approach.

- List down the center of a sheet of paper 20 things you love to do.
- Code the left side of the paper with the following:

1) the date when you last did that activity.
2 "A" if you prefer to do it alone, "P" if you prefer it with people.
3) "S" if it costs more than $3 each time it's done.
4) "N5" if it would not have been on your list 5 years ago.
5) "M" or "F" if it would have been on the list of your mother or father.
6) "1-5" as you rank order those top five.

Answer these questions concerning your list:

1) How recently have you done your top five?
2) Which of your 20 do you wish you would do more often? How could you begin to do so?
3) Would you share your top five with the class?

Choose one of your top five and write down 5 benefits you get from doing that activity.
Write five 'I learned that I . . ." statements.

Commitment

The commitment approach to values education provides specific opportunities for students to engage in personal and social action in relation to their values. While both clarification and commitment encourage students to act on their value choices, the commitment approach also provides opportunities within the school and the community to engage in such actions individually and in groups. Another purpose of this approach is to stimulate students to perceive themselves not merely as passive reactors or as free individuals, but as interactive members of a social group and system.

The commitment approach uses all the methods of the previous approaches, especially those of analysis and clarification. Unique to this approach, however, is the action project which is used as a means to clarify and restructure one's value system and to ascertain the depth of commitment to one's values.

Although no curriculum materials directly reflect this approach to values education, a number of educators are beginning to elaborate and apply the commitment approach. The following activity illustrates this orientation:

Students study the similarities and differences in merchandise and credit costs between low-income and middle-income neighborhoods through field research. After comparing and contrasting such differences on specific items such as radios and vacuum cleaners, the students discuss their results. Then they clarify how deeply they feel about their conclusions. The students are urged to consider and choose from among various alternatives of community action which would affirm the values reflected in their findings. If, for example, fraudulent and unfair practices have been uncovered and the student feels very strongly that these practices are wrong, he or she could choose one of the following action projects:

- write and distribute a community "Buyer's Guide" describing product values and the cost of credit.
- inform your neighborhood legal assistance office and
- inquire about the procedure for filing a class suit against the store or finance agent.
- write a letter of complaint to local news media and government officials.
- use guerilla theater to dramatize fraudulent commercial practices.

Union

The fundamental purpose of the union approach to values education is to help students to perceive themselves and act not as separate egos but as parts of a larger, inter-related whole — the human race, the world, the cosmos. Experiences are provided which stress the mutual interdependence of person and environment, thoughts and feelings, conscious and unconscious, body and soul, essence and existence.

Some of the techniques which can be used with this approach include transcendental meditation, prayer, Zen Buddhism, self-hypnosis, dream analysis, and active, symbolic imagination.

There are no curriculum materials which embody the union approach to

values education. Most of the materials dealing with spiritual values use the inculcation approach which instills values, thought to be derived from God, into persons. One activity that does reflect this approach is used in the confluent education program

- Close your eyes and relax. (pause)
- Choose the first symbol that comes into your mind to represent your feelings. (pause) Picture it vividly. (pause) What does it tell you about your feelings? (pause) Now choose a symbol for your mind. The first one you think of. (pause) Picture it vividly. (pause) What does it tell you about your mind?
- OK. Now take one symbol in one hand and the other symbol in the other hand and imagine that you are walking along a road that gradually leads up a mountain. (pause) It's a bright clear day. Picture vividly what you see as you walk up the mountain. (pause)
- The sun is bright and warm, but pleasantly warm. (pause) Now you are on top of the mountain. (pause) Picture the view vividly. (pause) Feel the warmth and brightness of the sun. (pause)
- Climb down the mountain. (pause) OK, you're down.

Following the exercise a number of questions can be asked concerning the meaning of the symbols and the level of involvement achieved during the fantasy activity. Some of these questions might be:

- What were your symbols?
- What did they tell you about yourself?
- Did you feel the warmth and light of the sun?

This booklet focuses upon the approaches to values education developed by 4 individuals or groups. While these incorporate several of the approaches identified by Superka, each tends to focus upon different aspects of his classification.

	Superka
1. Simon/Raths	Clarification Awareness Evocation
2. Lawrence Kohlberg	Moral Reasoning
3. Rodney Allen	Analysis Clarification
4. Berne/Harris	Analysis

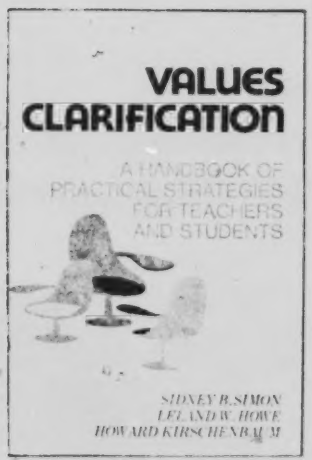
Values clarification: Simon-Raths

Using the model

The values clarification approach utilized by Sidney B. Simon, the person most widely recognized as a promoter of values education, is developed from the work of Louis Raths. Raths based his efforts upon the thinking of John Dewey.

Simon believes that if something is truly valued by a person, several conditions will have been satisfied. These are stated in the Simon-Raths model.

The model



Prizing one's beliefs and behaviours
1. prizing and cherishing
2. publicly affirming, with appropriate statements

Choosing one's beliefs and behaviours
3. choosing from alternatives
4. choosing after consideration of consequences
5. choosing freely

Acting on one's beliefs
6. acting
7. acting with a pattern, consistency and repetition.

The strength of a person's values can be measured by the degree to which they fulfill the seven conditions outlined in the model. Few move beyond prizing. Efforts should be made towards six and seven. There is a progression inherent in the model that must be realized by the individual. The benefit of the exercise, in working through the model, is to aid the student in examining to what extent he prizes, has chosen, and has acted upon his stated beliefs.

Clare Endress is 35 years old, has been married 15 years, and has two sons, ages 12 and 14. By using several Values Clarification techniques, Clare will attempt to discover to what extent the values surrounding his marriage fulfill the conditions described in the Simon-Raths model.

The public interview

Any question may be asked about any aspect of Clare Endress' life and values. Each question must be answered honestly. If Clare chooses not to answer a question he may pass. The interview can end at any time by simply saying 'Thank you for the interview.'

The Interview

- What is your name?

Clare Endress

- How old are you?

35

- What is your line of work?

I am a teacher.

- Are you married?

Yes

- Any children?

Two boys

• Do you love your children?
Yes

• Do you love your wife?
Yes

• You are happily married then?
Well, yes, I guess you might say that. Although . . .

• Let me put it this way. If you had it to do again, would you get married?
No! Marriage as we know it today is not flexible enough. It does not allow for individual growth. The marriage contract actually undermines any dynamic interaction between autonomous individuals.

• Why did you get married?
We drifted into it. We were in love. All our friends were getting married. There was pressure from her parents.

• Are you unhappy now with your marriage?
Not really unhappy. Discontented at times perhaps. We don't have that much in common anymore. We don't seem to talk to each other. There is a great deal invested in the home and children. I guess it could be a lot worse. I keep thinking though, that if I had married later in life things would be different. I don't know!

• Have you considered separation and divorce?
Yes. But my wife would be upset. There are too many things at stake. I don't know if I could afford it. We did discuss it once and she got very upset. It is less troublesome leaving things the way they are.

• Is there a need now for someone else in your life?
I don't know.

• Is there someone else.
Yes. Yes there is . . .

• What is she like?
She is a beautiful person — a free spirit. I feel relaxed with her . . .

• Does your wife know?
No. I wanted to tell her, but . . .

• Why don't you tell her?
My wife lives in her own world. I don't want to upset that world. The kids . . . I don't want anybody to get hurt.

• Do you share any part of your wife's world?
The children, of course. And the house, although it is in her name. That's about all. We have a few friends.

• What is the girlfriend's attitude toward this relationship?
She doesn't like being the second woman. She wants a more permanent relationship. I am afraid that I might lose her.

• If she threatened to leave you, would you divorce your wife?
No. And I mean that! I would not! But I don't think that it will come down to that . . .

• Thank you for the interview.

A values list

What does Clare Endress value?

- family life
- security
- parents

- opinion of friends
- job
- hindsight
- the well-being of wife and children
- his happiness
- his autonomy
- his individual growth
- intimacy with another woman
- his right to make decisions
- the feelings of others
- the institution of marriage
- property

The Values Grid

A values grid for Clare Endress is shown below. His values as established in the Values List are listed on the left hand side of the chart. The seven numbers heading the columns on the right-hand side represent the following questions:

1. Are you proud of (do you prize and cherish) your position?
2. Have you publicly affirmed your position?
3. Have you chosen your position from alternatives?
4. Have you chosen your position after thoughtful consideration of the pros and cons and consequences?
5. Have you chosen your position freely?
6. Have you acted on or done anything about your beliefs?
7. Have you acted with repetition, pattern or consistency on this issue?

Each of the seven questions is answered for each issue or value. If the question cannot be answered the box is left blank.

Values List	1	2	3	4	5	6	7
family life	yes	yes	yes	yes	yes	yes	yes
security	yes	yes	yes	yes	yes	yes	yes
parents	yes	yes	..	..	no	yes	yes
opinion of friends	yes	yes	yes	no	no	yes	yes
job	yes	yes	yes	no	no	yes	yes
hindsight	yes	no	yes	yes	yes	yes	yes
well-being of wife & children	yes	yes	yes	yes	no	yes	yes
his happiness	yes	no	yes	yes	yes	yes	no
his autonomy	yes	no	yes	yes	yes	yes	no
his individual growth	yes	?	yes	no	yes	yes	yes/ no
intimacy with another woman	yes	no	yes	yes	yes	yes	no
his right to make decisions	yes	no	yes	no	yes	yes	no
the feelings of others	yes	yes	yes	yes	yes	yes	no
the institution of marriage	no	no	yes	yes	yes	no	no
property	yes	yes	yes	yes	yes	yes	no

Rank order

Which values seem to be strongest? According to Simon, Clare Endress has three values that meet the seven conditions of the model — family life, security, and his job.

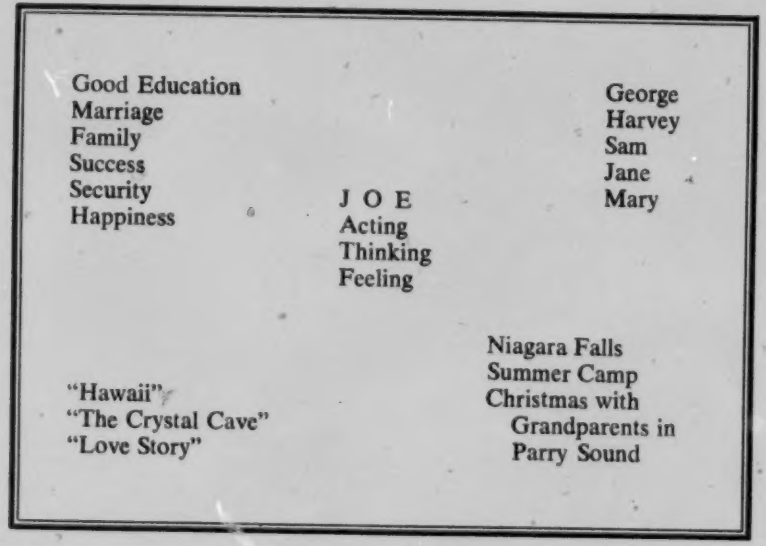
"I learned . . ." statements

From the exercise Clare Endress has learned that what matters most in life to him is his family, security, and his job. Also, he has become aware of several conflicts in his life. For example: his material well-being seems to be more important than that of others close to him; his well-being was given a higher value than the institution of marriage. Hopefully through other exercises of this type Clare Endress would be able to clarify his value structure even further and be able to make other decisions.

Teaching techniques

Value name tag, milling, values sharing trio

These techniques are an excellent ice-breaker in new groups. They allow students to get to know about their fellows without feeling too threatened themselves. All members of the group share the same type of information. The *name tag* helps to clarify individual values by getting students to reflect on aspects of their lives which they may not have considered for some time. *Value Name Tags* can be produced quite simply by using the following procedure.



1. Provide the class with cardboard cards about 8½" x 11" in size. Students might supply their own cards utilizing the cardboard forms returned with commercially laundered shirts.
2. Students should use magic marker or felt-tipped pen in completing the card as follows:

Place your first name in the centre of the card large enough so as to be easily seen by others.

In the upper right hand corner list the first names of your best friends in public school.

Circle the names of those friends with whom you have remained close contact.

In the lower right hand corner name a place or places in which you spent five consecutive days of happiness.

In the upper left hand corner state your hopes or ambitions for the future.

In the lower left hand corner record the title(s) of the book(s) which you feel most represents your personality.

Underneath your name *rank order* the following words in the way which best describes you.

Thinking
Feeling
Acting

NOTE The value name tag is quite flexible. At the teacher's discretion other instructions can be given which would elicit other information,

- the place where you came closest to death.
- the motion picture you would be if it were possible for you to be any one at all.
- the things you are good at doing at the present.

3. Students put on their tag using a pin and walk around the room reading the name-tags of others. The teacher must be careful to instruct the students not to talk to each other, but when they read a fellow student's name tag and like it they may respond with a smile or some other non-verbal form of validation. This activity is called *milling*.

4. Students then form *values sharing trios* with 2 other students whose name-tags they found interesting. Each student relates any information on his name-tag that he wishes to share. The other two students listen appreciatively. A two minute time limit is imposed for each participant. Once each member of the group has shared something about himself, each member of the trio *verbally* validates (saying something complimentary about) the others. Students should be instructed that no negative comments are appropriate during this activity.

Values shield

This technique helps the student to think about the following types of questions:

- What am I doing with my life?
- Am I an initiator or a follower?
- How important am I in the world?

Procedure

The shield design can be drawn by the teacher on a ditto master for distribution to students.
The students are asked to answer the following questions.

- In area 1: Of what are you most proud?
- In area 2: If *you* won $1,000,000 in a lottery what would you do to make the world a better place in which to live?
- In area 3: If you had only one year to live what one thing would you attempt to accomplish in that year?
- In area 4: How do other people perceive you?
- In area 5: What issue(s) upsets you the most?
- In area 6: What emotion best describes your view of the world?

The completed shields are left unsigned. They are collected and redistributed in such a way that no student receives his own. Students attempt to interpret the shield and validate (compliment) the author by writing positive comments about specific areas on the back of the page.

Students may attempt to identify the authors of the shields but this procedure should be attempted only at the teacher's discretion for it may be too threatening for some students. Shields are collected and placed on a table where students may retrieve their own in a non-threatening way.

Possible application to subject areas

After students have constructed a personal *Values Shield* others may be constructed applicable to characters within the course of study. The questions asked may be modified to suit the needs of whatever unit of study is involved.

- History
  - — Ann Boleyn
  - — Napoleon
  - — Hitler
  - — Sir John A. Macdonald
  - — Richard Nixon
  - — Mao Tse-tung
- Geography
  - — Lewis Mumford
  - — Jacques Cousteau
  - — Thor Heyerdahl
- Environmental Studies
  - — Ralph Nader
  - — Joy Adamson
- Science
  - — Louis Pasteur
  - — Joseph Lister
  - — Dr. Werner Von Braun
- Music
  - — Beethoven
  - — John Lennon
  - — Elton John
  - — Ravi Shankar
- Physical Education
  - — Kareem Abdul-Jabar
  - — Bobby Orr
  - — Jimmy Connors

- English
  - — Anne Frank in "The Diary of Anne Frank"
  - — Macbeth
  - — Van Gogh "Lust for Life"

The Pie of Life

In its simplest form, the Pie of Life asks us to make an inventory of our lives — to see how we actually do spend our time, our money, etc. This information is needed if we hope to move from what we are getting to what we want to get out of life. The Pie of Life can also be used to raise some thought-provoking questions about how we live our lives.

Procedure

The teacher draws a large circle on the board and says:

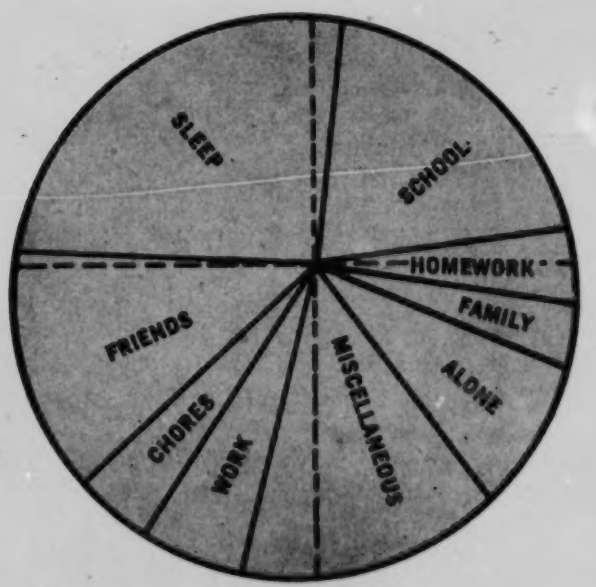
'This circle represents a segment of your life. We will do several such pies. First, we will look at how you use a typical day. Divide your circle into four quarters using dotted lines. Each slice represents six hours. Please estimate how many hours or parts of an hour you spend on each of the following segments making up a school day.'

Indicate the number of hours you spend . . .

- Sleeping
- in school
- at a job that earns you money
- with friends, socializing, playing sports . . .
- doing homework
- alone, playing, reading, watching TV . . .
- on chores around the house
- with your family, including meal times
- on miscellaneous pastimes

'Your estimates will not be exact, but they should add up to 24, the number of hours in everyone's day. Draw slices in your pie to represent proportionately the part of the day you spend on each category.'

Your pie may look something like this . . .



'Now think about these questions and write your thoughts on paper, or perhaps in a journal.'

- Are you satisfied with the relative sizes of your slices?
- Ideally, how big would you want each slice to be? Draw your ideal pie.
- Realistically, is there anything you can do to begin to change the size of some of your slices? Is there a commitment that you would be willing to make and sign your name to?

If time permits, the students may take any one segment, for example, school, and make another pie to break down that time allotment. The students plot a typical school day, putting in the time spent in each subject area, for athletics, lunch, socializing . . .

They could then take one subject, such as mathematics, and break it down into segments.

After each pie is produced, a series of questions is asked. Students should also get a chance to share their pies with one or two other students.

NOTE
Stress the fact that there is no right way to divide up a pie. Each of us lives a different life. There is no implication that it is necessary to change the time devoted to any specific category. The focus is on developing an inventory and then looking at our lives more closely. Any decisions to change are up to the individual.

There are many things that can be looked at in terms of slices of The Pie of Life.

- where the money goes each week
- the kinds of clothes hanging in your closet
- the music you listen to
- the books, magazines and newspapers you read
- the people who visit your home

In addition to being a factual inventory of our lives, The Pie of Life can ask for a subjective inventory. You can plot the proportions of the day that you feel high, neutral, or low. A work pie can be drawn to show the portions that are creative, interesting, dull but important, and dull and relatively unimportant.

Obituary

This technique helps the student see his life more clearly from the perspective of his imagined death and raises specific issues about the quality of his life. It reinforces the fact that we still have a life ahead of us and that the pattern it takes depends upon the individual.

Procedure

The teacher says,

'We are going to look at life by viewing it from the perspective of death. I am going to ask you to write your own obituary. Here is a simple format, which you may follow; however your are free to write your obituary in your own form. You can use as many of these suggestions as you wish, or add your own.'

James Clark, age 15, died yesterday from .....
He was a member .....
He is survived by .....
At the time of his death he was working on becoming .....
He will be remembered for .....
He will be mourned by ..... because .....
The Community will suffer the loss of his contributions in the areas of .....
He always wanted, but never got to .....
The body will be .....
Flowers may be sent .....
In lieu of flowers .....

When everyone is finished, students may volunteer to read their obituaries out loud, or they might share their obituaries in smaller, more personal and supportive groups.

The *obituary* technique can be applied to many subject areas. The following example could be used in geography, environmental studies or future studies.

Here is an example.

It is the year 2050 and visitors from Space land on Earth after having visited the planet several times in the past 1,000 years. They find nothing but ruins, devastation, high radiation levels and high atmospheric nitrogen counts. Many surface landform features are visibly altered. Only small pockets of natural vegetation remain and soils are badly eroded. Water levels are low and polar ice caps enlarged. Higher life forms are no longer in existence.

- Students assume the role of the visitors whose task is to discover what happened in actual fact to civilization on earth and what values man possessed which might have contributed to the catastrophe. Having done so they write an obituary for mankind.
- When completed the obituaries may be exchanged, discussed, displayed or reproduced in newspaper form.

Values voting

Voting provides a simple and very rapid means by which every student in the class can publicly affirm his position on a variety of issues. The technique develops the realization that others often see issues quite differently.

Procedure

The teacher reads aloud, one by one, questions which begin with the words, 'How many of you . . .?' For example

'How many of you like to go on long walks or hikes?'

After each question is read the students indicate a position by gesturing. Those who wish to answer in the affirmative raise their hands; those who choose to answer negatively point their thumbs down; those who are undecided fold their arms; those who want to pass simply take no action at all. Discussion is tabled until after the teacher has completed the entire list.

Sample Voting List

The following voting list is designed for use with secondary school students.

Preface each of the following questions with the statement, 'How many of you . . .'

- think teenagers should be allowed to choose their own clothes?
- will raise your children more strictly than you were raised?
- watch TV more than three hours per day?
- think the most qualified person usually wins in school elections?
- think there are times when cheating is justified?
- could tell someone they have bad breath?
- think going steady is important in order to achieve social success?
- regularly attend, and enjoy, religious services?

A unit on race relations could be stimulated by a *values voting* related to students' thoughts, feelings and actions on this issue. For example: 'How many of you . . .?

- have ever visited the home of a friend of a different race?
- think that black people and white people smell different?

Once students understand the technique of voting, they can create excellent voting lists of their own. They can make up lists of questions about their own concerns and then conduct the voting themselves. This should be encouraged because it means the teacher will not be making all the decisions about which values issues will be discussed.

Voting lists should not be too long. They lose their effectiveness after about ten items. Discussion may or may not follow, depending upon the objectives, the type of lesson, and the context of the lesson in the unit.

Sometimes the teacher may ask if any student would care to choose one of the questions and discuss his reaction to it.

The teacher votes too. To keep from influencing the vote, the teacher holds his vote until a split second after most of the students have committed themselves to a position.

In some cases, the teacher might want to vary the voting procedure, by increasing the alternatives.

> 'On some issues you may have very strong feelings — for or against. If you have a very positive response to a question, you may show this by waving your raised hand. If you have a very negative response, you may choose to show this by pointing your thumb down and vigorously moving your whole fist up and down.'

Voting is a very easy and useful feedback device and the teacher may use it to check on himself, as well as for value clarification. For example,

'How many of you . . .

- liked the story we just read?
- feel that the movie we just watched caught the mood of the area in which it was filmed?
- Think that the last test we had adequately evaluated the content of the unit?

Values continuum

The values continuum serves to open up the range of alternatives possible on any given issue. Students begin to realize that on most issues

there are many shades of grey, and they are more likely to move away from the either-or, black-white thinking which often occurs when controversial issues are discussed in the classroom. The continuum also encourages students to make a public affirmation of their opinions and beliefs.

Procedure

An issue is identified by either the teacher or the class. This issue may have presented itself during a class discussion or it may have been prepared beforehand by the teacher. We will use as an example: *The issue of government economic controls.*

The teacher draws a long line on the board and the two polar positions on the issue are determined. For example, one end position might be: *Complete government control over economic affairs,* and the other end position might be: *'Absolutely no government controls over any economic activity.'* The two positions are placed on the opposite ends of the line, as shown below.

Complete Control : : : : : : : : : : : : : No Controls

The teacher then marks a series of points along the continuum, saying 'Between these end points there are numerous other positions. I am going to ask several students

- where do you stand on this issue?'
- briefly describe your position;' no justification is asked for — merely a statement of description.
- indicate the amount of control desirable and your probable location along the continuum.'

'Later you can share the reasons for your position. You may pass if you wish.'

The teacher chooses individuals or calls for volunteers. The students place their names on the line and briefly describe their position. If five to ten students respond, this is usually enough to obtain a spread of opinion and to give everyone time to determine his own position relative to the others in the class. The teacher may then put his own name on the line and explain his position.

By now every student in the room has considered the issue for himself, and a free-wheeling discussion easily begins.

NOTE

Sometimes students tend to cluster together because of peer pressure, fear of being different, laziness about considering the issues, or coincidence. If clustering occurs students may be asked to write their answers on a piece of paper and the teacher can randomly choose some of these responses and post their positions on the continuum. Students may write, 'I pass,' on their slips of paper. If clustering still tends to occur the teacher should examine the continuum. It may not be thought-provoking enough for that particular group.

Occasionally students tend toward compulsive moderation in taking positions publicly. They place themselves right in the middle in an attempt to avoid conflict or the need to think critically. One thing the

teacher can do if this occurs frequently is to simply eliminate the middle of the continuum. It's rare in life to be exactly in the middle of an issue.

The teacher must be partic[illegible] careful not to influence his students' choices. A spread of opinion usually means the continuum has encouraged good thinking about the issue.

Variations

The continuum can be a real or an imaginary line right down the centre of the classroom. The students can actually place themselves on the line and debate with the people to their right and left. Students who are at the two opposite ends might profit from discussing their differences.

The teacher can also post a very long continuum on the wall, identifying the issues and the end positions. A marking pen and masking tape are made available. Students write in their names somewhere along the line wherever they wish. During the course of the week, as they see the continuum develop and have time to reflect on their choice, they may want to change their position. All they have to do is put masking tape over their name and write it in again at a new position.

Additional Examples

History How wise was Napoleon's decision to invade Russia?

The decision was a responsible one	: : : : : : : : : : : : The decision was totally irresponsible

Family Studies Were the Quebec courts justified in sending Dr. Henry Morgentaler to jail?

Yes — totally justified	: : : : : : : : : : : : No — totally unjustified

Consumer Finance Should government make laws governing the activities of speculators in the commodities markets?

No controls on speculators	: : : : : : : : : : : : Speculation should be outlawed

Brainstorming

This technique allows students to use their imaginations and be creative in suggesting possible solutions to problems. It is widely used in business as a method of discovering innovative courses of action.

Procedure

The teacher asks students to suggest possible alternative solutions to the problem at hand. All suggestions are recorded without discussion or evaluation. In this way many possibilities are elicited. Brainstorming is

usually used in conjunction with other values techniques such as *rank ordering, the values continuum,* and *consequences.*

Three characters

By examining the actions of others, students are aided in clarifying their own values. Any personality types may be involved in this type of exercise; however they should be consistent with the subject unit under study.

Procedure

- The teacher presents stories about three historical characters (e.g. King John, King Henry VII, and Queen Elizabeth I). The stories could be told orally, presented on dittoes, or taken from printed or audio-visual sources.
- Students record what they consider to be important information about the characters.
- Based on this information the students attempt to identify and *list the values* of the characters.
- Students *rank order* the values of each character.
- The students *rank order* the three characters, from the one they would most like to be, to the one they would least like to be, and record their reasons for the decision they make.
- Students then form *Values Sharing Trios* and take turns justifying their rankings.
- At the conclusion of this exercise students might write *I Learned Statements.*

Possible Application to Subject Areas

English — Aragorn, Gandalf, Frodo (from *The Lord of the Rings*).
Music — Beethoven, Brahms, the Beatles
Physical Education — Russ Jackson, Abbie Hoffman, Bill Walton

Cognitive moral development: Kohlberg

Kohlberg's theory

Lawrence Kohlberg of Harvard University has achieved considerable support for his approach to values education following 30 years of research in the field.

Kohlberg's theory of cognitive moral development claims that an individual's thinking about moral situations matures according to a specific sequence involving three levels. Each level consists of two stages.

Level 1: Pre-Conventional

At this level an individual's moral reasoning results from the consequences of actions (punishment, reward, exchange of favours) and from the physical power of those in positions of authority.

stage 1:

- Decisions result from a blind obedience to power, an attempt to avoid punishment, or an attempt to seek rewards.

stage 2:

- Decisions result from a desire to satisfy one's own needs and occasionally the needs of others. Individuals view reciprocity as a matter of 'you scratch my back and I'll scratch yours.' Reasoning involves little consideration of loyalty, gratitude, or justice.

Level 2: Conventional

At this level an individual's moral reasoning involves consideration of the interest of others (family and peers) and a desire to maintain, respect, support, and justify, the existing social order.

stage 3:

- Decisions result from a desire to please and help others and receive their approval in return. Behavior is frequently judged by intention. "He means well," becomes important for the first time.

stage 4:

- Decisions result from a desire to maintain the existing authority, rules and social order. Right behavior consists of doing one's duty.

Level 3: Post-Conventional

At this level an individual's moral reasoning incorporates moral values and principles that have validity and application beyond the authority of groups. Moral reasoning becomes more comprehensive and reflects universal principles.

stage 5:

- Decisions result from recognition of an individual's rights within a society that has a social contract. As a result the individual's reasoning emphasizes the 'legal point of view', but with an emphasis upon the possibility of changing laws.

stage 6

- Decisions result from an obligation to universal ethical principles that apply to all mankind. The universal principles of justice, reciprocity and equality of human rights, and respect for the dignity of human beings as individuals, serve as a basis for individual reasoning.

Kohlberg asserts that certain conditions govern this development:

- the development of moral reasoning through the stages identified is a universal process.
- the stages are moved through sequentially.
- stages cannot be skipped; a person may understand and be attracted to moral reasoning at the next higher stage. He develops in stages by clarifying his own reasoning and seeing the inconsistency between it and the reasoning at the next higher stage.
- people move through the stages naturally with age; however, individuals can become frozen at any level. Less than 20% of the adult population reaches the post-conventional level.
  Group discussion of moral dilemmas is a useful exercise to stimulate moral development through the stages. This forces students to clarify their own reasoning and exposes them to the reasoning of others.

A good group discusion of moral dilemmas depends upon three variables:

- a recognized moral dilemma
- a leader who can help to focus the discussion on moral reasoning.
- a classroom atmosphere that encourages students to express their moral reasoning freely.

A moral dilemma must satisfy the following conditions:

- it must involve a story or situation that presents the central character with a choice.
- it must force students to think about the rightness or wrongness of various actions that the characters in the dilemma may take.

To utilize a moral dilemma effectively teachers must possess:

- a strategy for presenting the original dilemma.
- a series of alternative dilemmas to use in case the original dilemma fails to promote controversy.
- a series of probe questions to help students clarify their reasoning and to test their consistency.

Although alternative dilemmas involve the same story, the same characters, and the same moral issues, they change the situation described in the original problem in an effort to promote disagreement about what the main character should do.

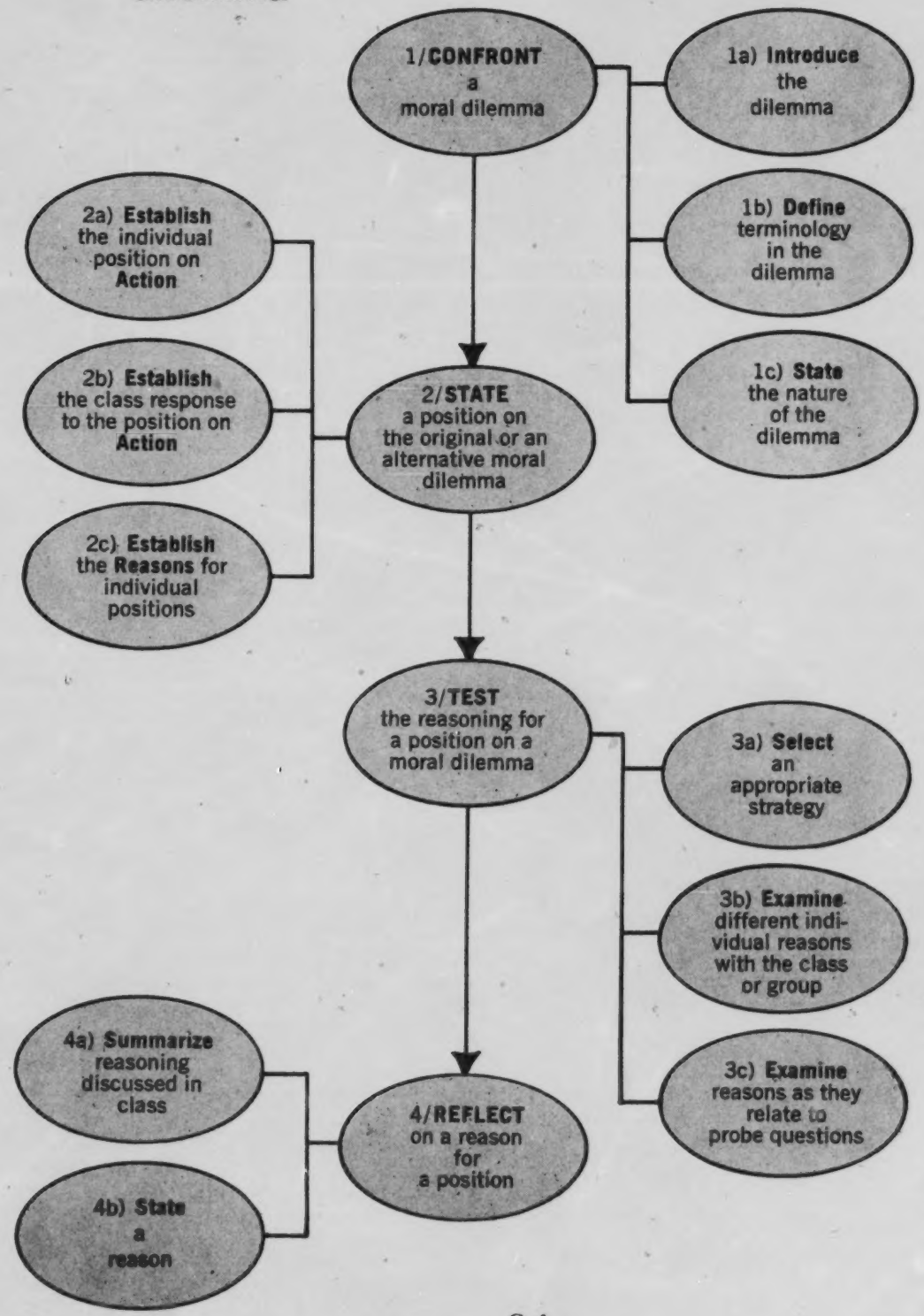
SAMPLE CHART OF TYPICAL COMMENTS

Typical comments on certain general issues at each of the six stages

Level	Stage	Obligation	Punishment	Property Rights	Value of Life
PRECONVENTIONAL	I. Obedience-punishment orientation	I'm going to school today because if I don't I'll get spanked.	He broke the law, so to stay out of jail he'd better get the best lawyer he can.	These are my marbles, and I'm going to keep them until somebody takes them away from me.	You should save a drowning man because he might be important or have a lot of money.
	II. Personal interest orientation	I'm going to school today because I'll get a quarter if I get an "A" on the spelling test.	He broke the law, but maybe he can work out a deal with the lawyer and judge so he gets off with a lighter sentence.	These are my marbles, but I'll give you three of them for a bite of your hot dog.	You should save a drowning man because he might give you a reward for doing it.
CONVENTIONAL	III. Good-boy, good-girl orientation	I keep going to school because all my friends are there and my parents expect me to go.	He broke the law, but since his intentions were good they should give him a light sentence.	This is my land, and I'm going to build a house that will go nicely with the other houses in the community.	You should save a drowning man because his family will appreciate it and your friends will congratulate you for doing it.
	IV. Authority and social-order-maintaining orientation	I keep going to school because the law says I have to go until I'm sixteen.	He broke the law, so he must be punished to the full extent of the law.	This is my house — I worked hard to get it, and I deserve to keep it.	You must try to save a drowning man because the law requires you to give help to people in distress.
POSTCONVENTIONAL	V. Social contract orientation	I'm going to college because I feel I should become a lawyer and work within the system to improve our society.	He broke the law, so he should be sent to jail until he changes his ways and becomes a law-abiding citizen.	This is my business, and if the town council tells me that its operation is affecting the environment in this community, I'll take care of the problem.	You should try to save a drowning man because it's important that everyone in our society be concerned about the welfare of others.
	VI. Conscience orientation	I'm going to college because I feel I should become a social worker and help other persons to climb out of the poverty and ignorance in which they live.	He broke the law, but if we can find out why he did it, maybe we can get rid of his problem without throwing him into jail and turning out another hardened criminal.	This is my factory, but if I find that its operation is harming individuals by polluting the environment, I'll correct the problem immediately, even if it means closing the plant.	You should try to save a drowning man because every individual human life is important and is worthy of respect and protection.

Using the moral dilemma

The lesson plan


1/CONFRONT a moral dilemma
1a) Introduce the dilemma
1b) Define terminology in the dilemma
1c) State the nature of the dilemma
2a) Establish the individual position on Action
2b) Establish the class response to the position on Action
2c) Establish the Reasons for individual positions
2/STATE a position on the original or an alternative moral dilemma
3/TEST the reasoning for a position on a moral dilemma
3a) Select an appropriate strategy
3b) Examine different individual reasons with the class or group
3c) Examine reasons as they relate to probe questions
4a) Summarize reasoning discussed in class
4b) State a reason
4/REFLECT on a reason for a position

Freon: Destroying the ozone layer?

Some American scientists now believe that fluorocarbons (also called freon) are contributing to the destruction of the ozone layer of the stratosphere. Fluorocarbons are used in aerosol sprays, refrigerators, and air conditioners. Fluorocarbons released on the earth's surface float up unchanged to the stratosphere where they are broken down by strong ultraviolet light releasing chlorine atoms which in turn react with the ozone, destroying it.

Ozone in the stratosphere protects the earth from strong ultraviolet light. At the present rate of ozone destruction the ozone layer could be 35% smaller in 20 years, according to some scientists.

Some scientists are urging the American government to ban the production of fluorocarbons. The debate ranges between those who feel the scientists are overreacting and those who feel that, although based on scanty information time is of the essence in this situation.

The fluorocarbon industry is an eight billion dollar industry producing aerosol sprays, refrigerators and air conditioners and providing work for thousands of people.

Now, it seems, Freon and other fluorocarbon pollutants in the upper atmosphere may be removing ozone, which acts as a protective layer against harmful ultraviolet light. (Freon is a Du Pont tradename but is used as a generic term by many scientists.) By polluting his own air, man may be creating too much ozone below, too little above and possibly deleterious effects from both conditions.

Freon 11 and 12 ($CFCl_3$ and CF_2Cl_2) are inert compounds used widely as aerosol propellants and refrigerants. The United States will produce and use about 800 million pounds in 1974. Because they are chemically inert, they float up through the lower atmosphere unchanged and are suspended about 20 miles above the earth.

Although the predictions are strong, industrial spokesmen are quick to point out that little experimental data exists and judgment should be suspended until more information is available. McElroy says he does not recommend taking immediate action to terminate fluorocarbon production or use. "All of these models are just that—models. Although they are based on what we believe to be good work, atmospheric chemistry is very difficult and it is easy to miss something. Direct measurements on a vastly accelerated scale must take place" to test the theoretical models, he says.

But he emphasizes that expanded research on the subject is urgently needed. This situation is different from most kinds of science, he says, where a theoretical paper will "sit on the shelf" until it is confirmed. "We can't afford to wait the normal 10 years," McElroy says, "because if the theories are correct, by that time the effects will be pronounced."

Aerosol propellants and refrigerants are no small target for an accusing scientific theory. Almost every home has refrigeration and air conditioning equipment, and just about every consumer product that is sprayable is aerosol-packaged. A million Americans work in fluorcarbon-related industries. Du Pont's research director, Ray McCarthy, estimates, and the annual contribution to the gross national product from the production and sales of these products is nearly $8 billion. But, many are saying now, whether fluorocarbons are big business or not, if the theories of ozone depletion are correct, the irony would be too great to continue — the irony of endangering human health and world climates through the use of a convenience packaging system or the current refrigeration technology.

Although the precise consequences of ozone layer destruction are unknown, it is known, McElroy says, that life is in a precarious balance with ozone. The ozone layer shields the earth's surface from ultraviolet radiation.

A 1973 National Academy of Sciences study on the biological impact of increased ultraviolet radiation, conducted during the debate over the environmental safety of SST's, found that a five percent decrease in ozone could produce at least 8,000 extra cases of skin cancers per year in the U.S. white population. (Skin pigmentation shields many of the harmful rays.) Skin aging in general also would be accelerated by increased ultraviolet exposure. Changes in solar radiation levels could harm phytoplankton in the oceans, which produce much of the earth's oxygen. Insects see in a portion of the ultraviolet spectrum and light intensity changes in this region could affect insects' perception of skylight, flower colors and sexual markings. And many plants, particularly agricultural species, are damaged by ultraviolet light.

Question: Should the American government ban the production of fluorocarbons?

If the class agrees that the American Government SHOULD ban fluorocarbons, one of the following *alternative dilemmas* can be used to provoke disagreement.

- Should the American Government confiscate all refrigerators and air conditioners to prevent the escape into the stratosphere of their fluorocarbons?
- Should the American Government refuse to buy goods from countries which have not similarly banned fluorocarbons?

Alternative dilemmas

If the class agrees that the American Government SHOULD NOT ban the production of fluorocarbons, one of the following *alternative dilemmas* can be used to provoke disagreement.

- Should the American Government provide more money for research into the matter?

- Should the American Government withdraw financial aid from those universities studying the conditions of the ozone layer?

Confrontation

- distribute the dilemma to the class
- make sure that the students understand the terminology
- state the nature of the dilemma

Should the American government outlaw the use of aerosols and refrigerants?

State the Position

Establish the Individual Position on Action

- have each student establish his opinion on the dilemma by writing his stand on a piece of paper.

Student A
The American government should ban . . .

Student B
. . . should not ban . . .

Student C
. . . should not ban . . .

Student D
. . . should ban . . .

Student E
I don't care if the American government or any government bans anything!

Establishing the Class Response

- use one of the following *techniques* to determine class reaction to the dilemma:

  values continuum
  show of hands
  spread of opinion
  values survey
  values voting

- if the division in the class is such that a healthy discussion will develop, then proceed with the dilemma.
- if not, utilize one of the alternative dilemmas.

By a show of hands the class response to the dilemma reveals a 70-30 split for not banning fluorocarbons and refrigerants.
The teacher can proceed with the original dilemma.

Reasons for Individual Positions

The teacher asks each student to write down his reasons for his position.

Student A
- it affects the quality of life
- it creates undue hardships for innocent people.
- it can destroy the ecological balance in the environment.
- I don't think that someone should make money out of another's misery.
- it's going to mean the end of the earth as we know it.

Student B
- the research is not conclusive.
- it would mean an inconvenience to almost every family in North America.
- jobs would be lost.
- people are going to die anyway, we all do!
- why not ban automobiles — they kill more people!
- government should not interfere with free enterprise.

Student C
- life would be intolerable without aerosol sprays.
- freedom to produce is the American way.
- if we allow the government to restrict freedom in this area, where will it strike next?
- ultra violet rays might do a lot of good.

Student D
- I don't want to die of skin cancer
- I don't want the people I love to die of skin cancer.
- I don't think that they should make money at my expense.
- the rich people can probably pay the doctor bills to cure skin cancer.
- aeorosols are just a way to make us spend money.

Student E
- who cares?
- I am not going to spend my time worrying about something that is going to happen anyway.
- I feel OK . . . there is nothing wrong with me!
- I am going to die sometime anyway.
- these guys have nothing better to do with their time than dig up new ideas for us to worry about.
- what can I do about it anyway!

Test the Reasoning for the Position

Here is a strategy to test the reasoning behind a position on a moral dilemma.

- divide the class into groups of 3 to 5 students each.

In this example 3 groups would be needed.
Group 1. ban aerosol sprays and refrigerants.
Group 2. do not ban them.
Group 3. who cares if they ban them.

- each group should consist of individuals who agree about appropriate action on the dilemma.
- have the members of each group develop a list of reasons for holding the position they do.
- each group should rank order the best 3 arguments for their position.

Group 1
The American government should ban . . .
Reasons:
- the quality of life would be affected
- the balance of ecology would be destroyed
- undue hardships on innocent people would be caused.

Group 2
The American government should not ban . . .

Reasons:
- the evidence is incomplete
- individual freedom is at stake
- life would be less comfortable

Group 3
Who cares if the American government bans . . .
Reasons:
- scientists have nothing better to do with their time but think these ideas up
- what can we do about it anyway
- I am concerned with me — now!

The groups report to the class as a whole. The pros and cons are discussed about the issue in question.

Reflection on a Reason for the Position

Summary

The teacher may keep a record of the different views presented by the groups in order to summarize and cause the students to reflect on the various positions taken.

A typical class usually includes individuals at different stages of moral development. A moral dilemma will evoke different reasons from individuals. This difference in reasoning can be related directly to a difference in stages of development.

Stage 1: Aerosols should be banned because I for one, do not want cancer.

Stage 2: We don't care if these people lose their jobs because they don't care if we get cancer.

Stage 3: The government should do what the people want. A referendum should be held on the issue.

Stage 4: Aerosol manufacturers have not broken any laws so why should they be penalized?

Stage 5: If it is found that the quality of life is at stake, then we should work within our democratic process to change the laws for the betterment of society.

Stage 6: Everybody has the right to life. If life is threatened then aerosols must be banned.

Although students should do most of the talking, the teacher should pose appropriate questions to clarify reasoning. The teacher might also alter the nature or perspective of the dilemma to check for consistency of reasoning, by using *probe questions*.
- From the point of view of an aerosol industry employee, what should the government do?
- From the point of view of a parent whose child has skin cancer, what should the government do?

Teachers should help students to reflect on alternative responses to moral situations. When a good moral discussion ends, the students should not feel that the best response to the dilemma has been obtained. They should leave the class still wondering about the issues involved.

Synthesis: Rodney Allen

Rodney Allen is a social studies educator in the faculty of education at Florida State University. He has directed several curriculum projects funded by U.S. private and public agencies. At first, these concerned the academic study of religion in high school social studies. This led to an exciting project in religion in the humanities/social studies at the K-6 levels.

In both these efforts, there emerged a strong interest in values education and environment studies. The approach to values education that Allen designed provides a useful framework for the analysis of moral dilemmas.

The model

Phase I: *Comprehension/Clarification*
- What is going on here?
- What are the facts?

Phase II: *Stating the Issue/Conflict Identification*
- State the conflict in question form starting with "should" or "ought".
- State the conflict in terms of values such as personal self-respect vs doing your job because it is your duty.

Phase III: *Empathy*
- How would each side feel about this situation? Why?

Phase IV: *Statement of Goals? Intentions*
- What should be achieved here? (What would be the ideal solution to this conflict?)

Phase V: *Lay out the Alternatives*
- What alternatives or other courses of action are possible to resolve this conflict?)

Phase VI: *Predicting the Consequences of Alternatives*
- For each alternative, state all the possible consequences.

Phase VII: *Acts necessary to Bring About the Consequences*
- What acts (means or strategy) must you do in order for the consequences of each alternative to occur?

Phase VIII: *Decision and Justification*
- Is the ideal solution realistic?
- What is your decision in this conflict? Why?

Phase IX: *Testing One's Consistency*
- Pose another dilemma using the same value but different circumstances.

The valuing process: model application

Phase I: Comprehension/Clarification

What is going on here? What are the facts?

During the normal course of a lesson the classroom intercom rings. The teacher answers and is informed by the office secretary that there is a telephone call for him. The class is asked to carry on with the work. Upon his return the teacher finds the room in a mess. Paper planes made out of assignment sheets cover the floor. Chalk and blackboard erasers have been thrown at the bulletin board. The noise level is high

and various groups of students are up and around the room, shouting at students in Phys. Ed. from the windows, pushing and shoving. Spit balls dot the ceiling.

Phase II: Stating the issue

What should the teacher do?

The teacher should:
- ignore the situation.
- show the class how mad he is in a physical way.
- have the room cleaned up.
- give a class detention.
- choose a scapegoat and blame him.
- send half of the class out.
- make the situation into a learning experience.
- get the one student that he thinks started the disruption and physically thrash him.
- withdraw a privilege.

The opinions of a group regarding the alternatives open to the teacher.

Alternatives	John	Ron	Steve	Lynn	Bob	Ranking of Top 3
Ignore	r	r	r	r	r	
how mad you are	a	a	r	a	a	2
clean up	r	a	r	r	a	3
detention	r	r	r	r	r	
scapegoat	r	r	r	r	r	
learning experience	a	a	a	a	a	1
choose one	r	r	r	r	r	
withdraw privilege	r	r	r	r	a	

r = reject a = agree

What is the main conflict facing the teacher?

According to the results of rank ordering, 3 questions emerge.
- Should the teacher make the situation into a learning experience?
- Should the teacher have the room cleaned up, put back in order, and go on with the lesson?
- Should the teacher show the class how upset and annoyed he is with the situation?

Phase III: Empathy

What are the feelings of the people involved with the issue?

Using the technique of brainstorming the following values lists for the teacher, student, parents and school emerged.
Teacher:
- wants — respect from the students
  — a sense of well-being in the classroom

— order in the class
— order in the school
— justice
— the students to do the work assigned
— the students to share a common concern about the class operation.
— to maintain rapport with the students.

- does not want abuse of school resources.
- feels slighted that, they did not want to do what they were told to do.

Student:

- wants — freedom.
— fun.
— less direction.
— physical and emotional well-being.
— an interesting alternative to school work.
— change for change's sake.
— a break in routine.
— to break the rules.
— to relay an important message to a friend.
— to do the work assigned.

Parents:

- want — their children to obtain an education.
— their children to respect authority.
— orderly activity in schools.
- assume that the students would not have acted in the manner they did if the teacher had been in the classroom.
- respect achievement.
- believe in the work ethic.
- value 'correct' behaviour in society.
- believe 'children will be children'.

School:

- wants — order.
— respect.
— learning to be taking place.
— supervision of its students.
— authority to be recognized.
— routine.
— work to be accomplished.
— student preparation for good citizenship.

What are the major values involved in the issue?

- order vs disorder.
- respect vs disrespect.
- learning vs. undesirable learning.

Phase IV: A Statement of Goals

What is the Ideal Solution?

The teacher should express his anger, have the students clean the room up and put it back in order, and create a learning experience out of the situation.

Phases V & VI: The laying out of alternatives and prediction of consequences

What are the possible courses of action open to the teacher?

Five alternatives have been decided upon. For each, the consequences were established using the brainstorming technique and their effects considered as being either positive or negative (*value valence*).

Alternative A1
The teacher should express his anger, have the students clean the room up and put it back in order, and create a learning experience out of the situation.

Consequences:	Value Valence
• the teacher earns respect	+
• students realize what is expected of them	+
• students become bored	−
• students begin to understand why they acted the way they did	+
• students can see the responsibilities for their actions	+
• students realize that the teacher cares	+
• students realize that the teacher has a set of values	+
• students enjoy seeing the teacher get angry	−
• students see the teacher as being too soft	−
• the instigators are not dealt with individually	−

	+	−	±
Score	6	4	0

Alternative A2
The teacher gets upset, shows his anger at the situation, has the students clean up the room, and goes on with the lesson

---

Consequences:	Value Valences
• both the teacher and the class can get back to the lesson quickly	+
• the teacher maintains his position of authority	+
• an emotional release is provided for all concerned	+
• the situation is likely to happen again	−
• everybody gets the same treatment	−
• the teacher could lose respect	−
• the teacher could be seen as being too soft	−
• instigators are not being dealt with individually	−

	+	−	±
Score	3	5	0

Alternative A3
The teacher has the students clean the room up and goes on with the lesson.

Consequences:	Value Valences
• it is quick	+
• the action is condoned	−
• the teacher could lose respect	−

	Value Valences		
• the real culprits are not dealt with individually		−	
• the teacher's problems may increase		−	
• the teacher checked his anger confusing those students who expected it		∓	
• the teacher's position conveys the childishness of the action		+	
• the teacher is type-cast		∓	
• teaching time is lost		−	
	+	−	∓
Score	3	5	2

Alternative A4
The teacher has students clean the classroom up and makes the situation into a learning experience.

Consequences:	Value Valences		
• regular course suffers		∓	
• some of the questions as to why they did it are answered		+	
• students are led to accept responsibility		+	
• the teacher does not have to worry about the next lesson		+	
• the situation is dealt with in a positive way		+	
• the real culprits are not identified		−	
• respect is gained for the teacher		+	
• guilt is shifted to the blameless		−	
• class time is spent on an examination of student values		+	
	+	−	∓
Score	3	4	1

Alternative A5
The teacher determines who the real culprits are, isolates them, and makes the situation into a learning experience for them.

Consequences:	Value Valences		
• it is stressful		−	
• it deprives the rest of the class of a learning experience in values		−	
• the students learn to accept responsibility and face the consequences		+	
• rapport may break down in the peer group		∓	
• the teacher can remain on topic in the course		+	
• it is time consuming		−	
• students made to knuckle under to an authority figure		+	
• teacher may be seen as over-reacting to a minor situation and loses the respect of students		−	
	+	−	∓
Score	6	2	1

Scores indicate the two most desired alternatives are A1 and A4.

Phase VII: Acts necessary to bring about the consequences

What acts must be done in order for the consequences of each alternative to occur?

Alternative A1
The teacher should express anger, have the students clean the room up and put it back in order, and make the situation into a learning experience.

The teacher
- perceives the situation very quickly, and verbally and non-verbally shows his anger.
- has the students clean up the room in a very strict and orderly fashion.
- leads the students in considering the possible *consequences* of their actions.

The students and the teacher participate in establishing a set of rules for the class.

A commitment is made by the class and the teacher.

Alternative A4
No show of anger is demonstrated. The teacher has the students clean up the classroom and makes the situation into a learning experience.

The teacher
- has to perceive the situation very quickly and control his anger.
- has the students clean up the classroom in a very strict and orderly fashion.
- tells the class what he expects of them and lets them challenge his expectations.

The students and teacher participate in establishing a set of rules for the class.

A commitment is made by the class and the teacher.

The NCGE Instructional Activities Series has been especially prepared to meet the needs of the classroom teacher. The materials deal with topics and teaching strategies which are immediately applicable to classroom situations.
Allen, Rodney F.
Environmental Education as Telling Our Stories
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National Council for Geographic Education, 115 North Marion Street —Oak Park, Illinois 60301.

Phase VIII: Decision and justification

What decision for action has been made? Is it realistic?

The Decision

After thorough consideration of the alternatives, consequences and acts necessary to bring about the consequences we adopt the ideal solution, Alternative A1.

Based on our findings the ideal solution was the best course of action since it had the most positive consequences and could be implemented successfully.

Phase IX: Testing one's consistency

Can you create a new dilemma using the same values but a different set of circumstances?

During a break between classes John and a group of students rush to the smoking area for a cigarette and a soft drink. The hall is crowded and littered with debris. A scuffle erupts nearby. John's coke is knocked from his hand. The cigarette lands on the asphalt.

Should he bother to clean up the mess?

Teaching techniques

Decision-making matrix

This technique helps one to become aware of alternatives and how they affect the people involved in a given situation.

Set up the matrix as follows:

- Down the left side list all the possible courses of action (alternatives).
- Across the top list the names of the individuals or the individual relationships (criteria) which would be affected by these alternatives.
- Consider the effect of each alternative upon each of the people, or relationships, involved by using a rating scale of 1 to 5.
  1 = the most important or desirable
  5 = the least important or undesirable
- Score columns should be drawn both down the right side and along the bottom of the matrix.
- The lowest score in the vertical column will represent the best alternative.
- The lowest score in the horizontal column will represent the most important criterion.

Valuing: A discussion guide for personal decision-making

The Human Development Institute
A division of Instructional Dynamics Incorporated
166 East Superior St.
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This is a self-contained program designed to teach the fundamentals of the process involved in making choices and decisions. It is designed for teacher use only.

1 manual
6 figures booklets
1 exercise book
1 audio cassette

SHOULD I DO MY HOMEWORK

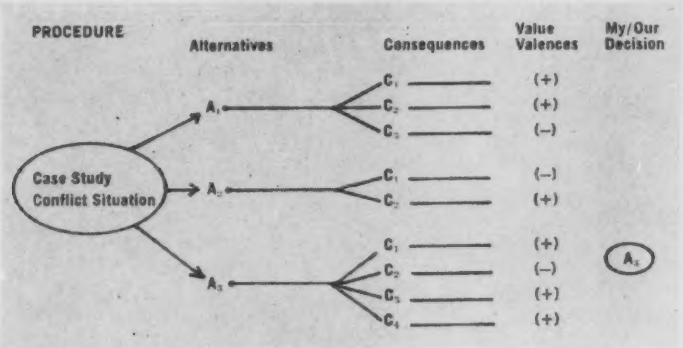
RATINGS
important . . . . . unimportant
1 2 3 4 5

Alternatives	Me & Conscience	Me & Parents	Me & Teacher	Score
do homework	1	1	1	3
don't do homework	5	5	5	15
get a friend to do my homework	5	3	3	11
do it quickly and haphazardly	4	3	2	9
Score	15	12	11	

- the best alternative is to do homework.
- the most important criteria is the relationship between the student and the teacher.

Perception and Evaluation of Alternatives

This framework helps students to perceive alternative courses of action and to evaluate them on the basis of their possible consequences.



- Students identify alternative solutions to a conflict situation.
- Students identify the possible consequences of each alternative.
- Students evaluate each consequence as positive (+) or negative (−) and record this information in the *Value Valence* column.
- Students choose the alternative which maximizes positive consequences and minimizes negative consequences.

During the discussion the teacher should:

- encourage the students to evaluate the logic and feasibility of alternative statements.
- probe student predictions of consequences.
- probe student assessment of the positive and negative aspects of each consequence.

Consequences

This technique helps students to consider the consequences of actions upon themselves and others. It is a very simple procedure easily adaptable to subject-oriented discussion.

Procedure

The teacher presents a statement describing a situation and a proposed action.

You are standing on an overpass looking down on a busy undivided highway. You are holding a rock in your hand and have been dared by the two friends with you to drop it onto an oncoming car.

- Students are then asked to list the possible consequences of the action *on* each of several participants listed below:
  - yourself.
  - the oncoming car.
  - the car coming in the opposite direction.
  - the baby lying on the backseat on the oncoming car.
  - the two friends.

It is advisable not to present the entire list of participants at once but to allow students to consider them one at a time.

Once the list is complete and shared with the class the teacher might

ask students to select from it consequences that are most probable.

Sample: Consequences to the oncoming car

- an accident might be caused.
- the body of the car might be damaged.
- mechanical damage might be caused.
- the car might swerve into the oncoming lane to avoid the rock.
- the rock might miss and be undetected; therefore no consequence may occur.

Application to subject areas

- History — Napoleon is considering the invasion of Russia. What are the possible consequence of such an invasion.
- Consumer Education — You are considering borrowing money from a finance company in order to purchase a 2 year old car.
- Geography — The government is considering building a nuclear reactor in the centre of a large city by the shores of a river.
- Science — A group of scientists discover how to split the atom and consider publishing their findings.

Student assignment: intermediate division history

The assignment

A *dilemma* is any situation in which one must choose between unpleasant alternatives (a difficult choice!). It is a problem in which a decision must be made.

Below is a list of Canadian people.

Choose a name and prepare a real dilemma which this Canadian faced.

- John Munro • John Diefenbaker • David Lewis
- John Turner • Pierre Trudeau • Paul Hellyer
- Jean Marchand • Judy LaMarsh • Wilfrid Laurier
- Mackenzie King

Research carefully the problems which your chosen personality has faced.

Select one of the problems and write a story in dilemma form in which you identify the following:

- place
- people
- situation
- problem

Use the dilemma worksheets to go through the dilemma you have identified.

Choose from the following techniques those which will assist you in the completion of this assignment:

- *value name tags*
- *rank order*
- *values lists*
- *Kohlberg moral stages*
- *transactional analysis*
- *decision making matrix*

NOTE

Assignment to be handed in by *April 22*. This will give you 9 days to complete the project.

Evaluation will be out of 100 marks based on the following:

- Quality of Research Material.
- Use of Research Material in writing your dilemma.
- Use of Value Techniques in working out dilemma.
- Clarity and Neatness of presentation.
- Quality of writing style.

Marks will be deducted for lateness.

Incomplete work will not be accepted.

AGREEMENT

I *Charlie MacDonald* have carefully read what is required in this project and I will complete the project as directed. I shall hand in the project, completed, by April 22/75.

SIGNATURE *Charlie MacDonald*

Dilemma Worksheet

John Diefenbaker's Nuclear Dilemma

This dilemma concerns nuclear weapons and Canada at the time of the Cuban Crisis in 1962. Diefenbaker is the Prime Minister at the time of this dilemma.

Russia has been sending nuclear weapons to Cuba. This poses a threat to all of North America. The U.S.A., itself on military alert, wants Canada to do the same. After much persuasion Canada agrees. Further, the U.S.A. wants to place nuclear weapons, specifically bombs and warheads for interceptor squadrons, in Labrador and Newfoundland. If the U.S.S.R. and Cuba do attack, then a greater part of their strike force may be intercepted. Diefenbaker does not want the nuclear weapons in Canada for several reasons. First, as External Affairs Minister Green states, 'If we go along with the Americans now we'll be their vassals forever'. A second reason why Diefenbaker does not wish to accept the weapons is because he feels he need not fulfill his NATO and NORAD obligations because the U.S.A. did not follow theirs. The American agreement was to consult with Canada over any crisis before acting. The last reason is that Diefenbaker does not want American troops guarding the weapons on Canadian soil.

Unfortunately Canada has already made one step towards acquiring nuclear weapons. This was the purchase of a full-range of U.S. aircraft that were designed to carry nuclear weapons. These craft were the Bomark and Honest John missiles and the Voodoo and Starfighter fighter/bombers.

Phase I: Comprehension/Clarification

What is going on here? What are the facts in this case?

- Cuba is bringing in nuclear warheads from Russia. This poses a threat to North America.
- The U.S. has gone on a military alert and Canada has done the same.
- For further protection, the U.S. wants to arm its interceptor squadrons in Newfoundland with nuclear weapons. This move should reduce the impact of a Russian nuclear attack.

- Canada already has some missiles and aircraft capable of carrying nuclear weapons.
- The American aircraft would be of little value without nuclear weapons.
- John Diefenbaker as the Prime Minister has to make the final decision.
- External Affairs Minister Green is of the opinion that to accept the American request would reduce Canada to a permanent U.S. vassal.
- The U.S. government is strongly urging Canada to accept its request.
- The U.S. has agreed to consult with Canada in a crisis before acting — this had not been done.

Phase II: Stating the issue

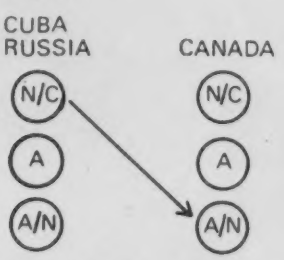
State the conflict in question form starting with "should" or "ought".
Should John Diefenbaker allow nuclear weapons in Canada?

State the conflict in terms of values
- Canadian Sovereignty vs the Security of North America.
- American friendship vs American hostility.

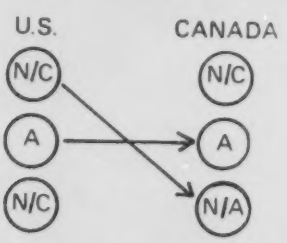
Phase III: Empathy

How would each side feel about this situation? Why?

Transactional Analysis.

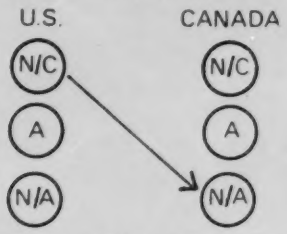


- Cuba and Russia might act as *Critical Parents* towards Canada if Canada accepts nuclear weapons from the U.S. They may think Canada is an *Adapted Child* for listening to the U.S., perhaps because they are scared of what the U.S. might do.

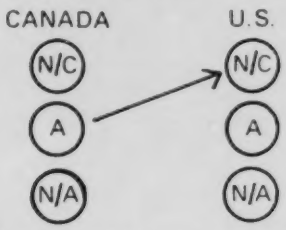


- The U.S. might view Canada as an Adult or an *Adapted Child* if Canada accepts nuclear weapons.
- The U.S. could think of Canada as an *Adult* for listening to their arguments and acting upon their request as the right and adult way to defend North America.

- The U.S. could also think that Canada was an *Adapted Child* for listening and obeying the U.S.'s decision.



- The U.S. might act as a *Critical Parent* towards Canada if Canada does not accept the nuclear weapons.
- Americans might see Canada as a *Natural Child* for not listening to them and going about her own business despite the danger from the Soviets and Cuba.



- The Canadian people might act as an *Adult* towards the U.S. when the U.S. urged Canada to allow nuclear weapons in the country.
- Canada might see the U.S. as a *Critical Parent* because Canadians might view the strong American request as an attempt to force Canada to do what the Americans wished.

If Canada were to accept nuclear weapons for interceptor squadrons:

- Cuba and Russia might be angry as it might foil their plans, or weaken their security.
- The U.S. might be very grateful as their security would be improved.
- Parts of Canada might feel alarmed because they would become targets for possible Soviet attack.

If Canada were not to accept nuclear weapons:

- The U.S. might be extremely angry as it might see itself in serious danger if Russia decided to attack.
- Parts of Canada might feel alarmed because they too could feel less secure in event of a Russian attack.
- Parts of Canada might be unhappy that this decision exhibited a lack of co-operation with the United States.

Phase IV: A statement of Goals

What would be the ideal solution to this conflict?

I think the ideal solution to this conflict is that Canada should join with the U.S. and arm her planes and military bases with nuclear weapons.

Decision making matrix

SCALE:
5 — Bad relationship
4 — Poor relationship
3 — Neutral relationship
2 — Good relationship
1 — Excellent relationship

ALTERNATIVES	RELATIONSHIP			
	CANADA-USA	CANADA-CUBA	CANADA-PEOPLE	SCORE
Refuse nuclear weapons	4	2	3	9
Production of non-nuclear warheads	3	3	4	10
Talk with Soviet and Cuban officials	3	3	3	9
Talk Kennedy into a compromise	3	4	3	10
Accept nuclear weapons	2	4	2	8
	15	16	15	

Phase V: Lay out Alternatives

What alternatives or other courses of action are possible to resolve this conflict?

(1) • Canada should refuse the nuclear warheads outright.
(2) • Prime Minister Diefenbaker should make non-nuclear warheads to arm the aircraft.
(3) • Prime Minister Diefenbaker should talk to Cuban and Russian officials in an attempt to stop the installation of nuclear weapons on Cuban soil. If there were no nuclear weapons in Cuba there would be less need for nuclear interceptors in Canada.
(4) • Prime Minister Diefenbaker should try to talk President Kennedy into compromising with the Russians and Cubans.

Phase VI: Predicting the Consequences of Alternatives

For each alternative, state all the possible consequences

(1) • If Canada does not accept nuclear weapons it definitely would jeopardize relations with the U.S.
• Canada would be jeopardizing lives because if the Soviets or Cuba launched a nuclear attack on North America, Norad might not be as able to intercept effectively.
(2) • It would be costly — technologists would have to develop the non-nuclear weapons to fit the planes. Costs could run into the hundreds of millions of dollars.

- Canada can little afford the money for this expenditure.
- There is insufficient time to make the weapons. Russia and Cuba could attack, and Canada would be caught unprepared.
- Non-nuclear warheads would be ineffective in intercepting Russian I.C.B.Ms.

(3)
- Talks to Cuban and Soviet officials could only make things more complicated and worsen matters.
- Talks could stop the Cuban Crisis and that would mean no nuclear weapons would have to be brought into Canada.

(4)
- Talks with President Kennedy could worsen relations since President Kennedy already had a great dislike for John Diefenbaker.
- Talks might even confuse the issue more.
- A compromise might be attained but the possibility is unlikely.

Phase VII: Acts Necessary to Bring About the Consequences

What acts (means or strategy) must you do in order for the consequences of each alternative to occur?

(1) All Diefenbaker would have to do is give a flat NO to the acceptance of the nuclear weapons.

(2) Diefenbaker would have to try to get support from Parliament to allot so much money for the making of the non-nuclear weapons.

(3) It might be hard to arrange a conference with Soviet and Cuban officials, so no consequences would likely occur.

(4) Diefenbaker would have a very hard time trying to talk with Kennedy because Kennedy doesn't care for Diefenbaker.

Phase VIII: Decision and Justification

Is this ideal decision realistic?

I think that the ideal solution is very realistic. It seems by far the best decision.

What is your decision in this conflict? Why?

Diefenbaker should allow nuclear weapons in Canada. I feel this way because I have weighed the possibilities and this seems to me the best solution. It is good for everyone except the Soviets and Cubans, and is bad for them only if they attack North America.

Phase IX: Testing One's Consistency

Pose another dilemma using the same value but different circumstances

The U.S. is importing crude oil from Canada. Canada realizes that her oil wealth is becoming depleted. She wants to stop exporting to the U.S. When she threatents to stop the oil flow, the U.S. threatens to use force if necessary. This puts Canada in a spot. If she does stop the flow, she faces retaliatory measures.

Transactional analysis: Berne-Harris

An explanation

Transactional Analysis can be a useful way of improving a person's ability to understand his own motives and values and to better empathize with another person's position.

Transactional analysis is a rational approach to understanding behaviour and is based on the assumption that any individual can learn to trust himself, think for himself, make his own decisions, and express his feelings. Its principles can be applied on the job, in the home, in the classroom, in the neighborhood — wherever people deal with people.

Part of TA's popularity lies in the fact that the terms — Parent, Adult, Child — are ones that the layman can understand.

Dr. Eric Berne, who developed TA noticed behavioral changes in a patient when different stimuli came into his focus. These changes included:

- word intonation.
- facial expressions.
- gestures.
- posture.
- sentence structure.
- carriage.

It was as if there were different people in the one person.

For example, when someone is talking to his superior, he will generally have the 'Yes sir, No sir' attitude, when he is talking to someone below him, 'Do as I say and don't question my authority,' and when he is talking to an equal it is 'Let's consider the alternatives.' Although the transactions are from his child, parent and adult ego states respectively, they all come from the same person.

Structural Analysis: Ego States

In the *parent ego state*, one will find what is termed the Critical and the Nurturant Parent.

- It is the *critical parent* that makes statements such as 'You have to, You Will, You had better, How could you, and Don't'.
- The *nurturant parent* would respond with 'Do as your conscience dictates. 'We love you no matter what. Be yourself.'

One doesn't have to be dealing with one's own children in order to be in the parent ego state. It will come up at any time. The way one acts in the parent state is determined, for the most part, by the time one is eight, and will be based on the way parents acted toward us.

There are various procedures that can be used to measure the degree that one's parents still influence us. One procedure requires you to write down,

- three things that your parents did that you liked.
- three things you do that you dislike.
- three things that you like.

Despite what many of us would like to think, one's parents do influence us a great deal, but with TA, one is able to work on the things that we dislike about oneself.

When one is in the *adult ego state*, one acts in much the same way a computer does. One looks objectively at the situation, and doesn't let emotions rule his head.

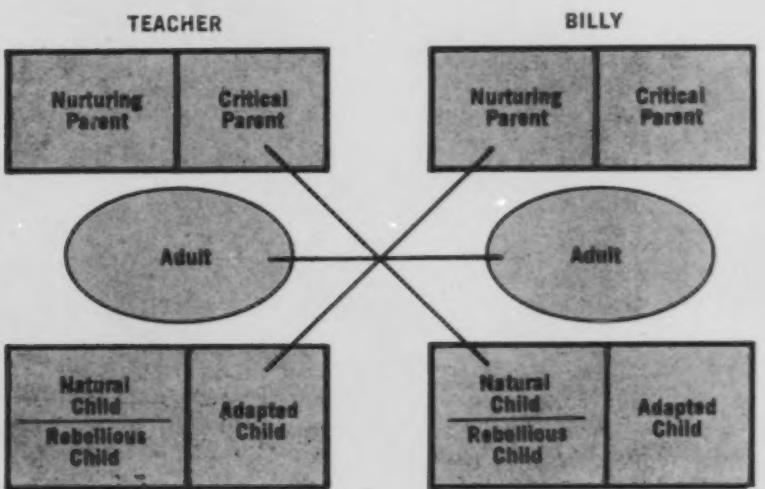
In all of us there is a *child*, but this term doesn't mean immature or childish (which are critical parental terms) but rather honest and innocent. However, in every child there is also an *adapted*, *rebellious*, and *natural child*.

- The *adapted child* responds with statements such as 'Is it all right if,' and 'what do you think about.' Another term for the adapted child is the worried child, because one in this ego state is constantly seeking approval from his superior.
- The *rebellious child* is as the term indicates. An interesting aspect of this ego state is that the responses are the same as those of the critical parent because they are said without much thought and when the person is on the defensive. The rebellious child will come up with statements like 'I don't wanna,' I'm not gonna,' and 'I will.'
- The *natural child* is generally the part of childhood that many fondly remember. It is the time when you often hear 'Wow' and 'Wee'. It is also the time of undying optimism, and the feeling that there will always be good things coming. Within the natural child is the little professor. It is the intuitive sense that a child has which makes it impossible to lie to a young child. The natural child is opposite to the adapted child because it has no sense of responsibility.

Transactions

- *Transactions* occur when two people communicate with each other.
- *Crossed transactions* occur when neither really understands the other's position and there is disagreement.
- *Duplex transactions* occur when there is a hidden meaning in the communication.

An example of a duplex transaction —
Teacher to Billy: 'Billy do your assignment — quickly Billy, don't dilly-dally!'
Billy to Teacher: "No I won't, I don't feel like it!'



The teacher thinks he is telling Billy to do something which is quite reasonable. The teacher considers himself an adult making an adult request to his student who should obey him. However, the student doesn't feel like doing anything — he is in an irresponsible state (Natural Child) and considers the teacher a critical parent. Therefore, there is a lack of communication. The teacher sees himself as an adult — he believes he is OK but the student, who will not respond to his requests, is not OK. The student sees himself as OK — he may view himself as an adult making a reasonable adult response, however, he sees the teacher as a critical parent and therefore not OK.

Scripts:

Each person decides early in childhood how he will live and how he will die, and that plan, which he carries in his head wherever he goes, is called a script. His trivial behaviour may be decided by reason, but important decisions have already been made.

- what kind of person he will marry.
- how many children he will have.
- what kind of bed will he die in.
- who will be there when he dies.

It may not be what he wants, but it is what he wants it to be.

Scripts are first influenced by the parents, the things read to the child when he was young, and the "Cultural Myth." Every culture has developed a script of some kind. The U.S. is notorious for the American Dream and its consequent distortion, and Canada is not immune to the value of competitive sports.

According to Dr. Abbey, if a 'cultural Myth lasts for three years, enough people have been exposed to it for the myth to have influenced a significant number of people.' Within the culture script there is a subcultural script which may be based on religion, education, sex, ethnic backgrounds, age or other common bonds. People who identify with a subculture will generally refer to the subculture that they belong to as "we" and may identify other subcultures as "those". For example:

We Canadians ——— Those Americans
We Christians ——— Those Jews
We Germans ——— Those Irish

Conflict often occurs between subcultures. If a Chicano spoke Spanish at school he might get into trouble, but if he spoke anything else at home his parents would get upset. Another example is the orthodox Jew who at one time was required by his Jewish society to grow *payos* (side curls), but was ridiculed by the Christian society.

Family scripts also exist:

- 'We Grahams have always lived on the land.'
- 'In our family we would rather starve than ask for help.'
- 'There has always been a doctor in our family.'
- 'In our family none of the women would consider anything but raising a family.'

If a family member does not live up to the script, he is often labelled as the black sheep. Some family scripts base a great deal of emphasis on the boy:

A common script that is being fought today is the one that says that it is a woman's duty to marry young and have children. Many people believe intellectual activity detracts from a woman's femininity. Even if they do break out of this script, many women feel guilty.

'Our family script has its roots in Italy. Every son has to be an altar boy. First Communion day is as important as a birthday. The oldest son is always expected to become a priest. At least one daughter is expected to enter the convent. In fact, I remember deciding against being a nun when I was about nine because I couldn't wear high heels at the convent.'
James and Jongeward, **Born to Win**

I'm OK — You're OK:

There are four attitudes one can take in life,

- I'm OK — you're OK
- I'm not OK — you're OK
- I'm OK — you're not OK
- I'm not OK — you're not OK

In order to take the I'm OK position, you have to first accept yourself as you are, if there is a facet of your personality that you dislike you should be able to fix it without belittling yourself. Ideally you would accept others the same way you accepted yourself, and therefore, take the I'm OK — you're OK stance.

People who don't accept themselves (I'm not OK), feel helpless when they compare themselves to others. Those who take this position tend to withdraw, become depressed, and in some cases, require medical help.

People who take the I'm OK — you're not OK position tend towards paranoia, and many believe their purpose is to correct others.

People who feel I'm not OK, you're not OK lose interest in most things and in many cases experience severe emotional problems.

Games

Many people play psychological games which, like some games of poker, are not played for fun. Each game has an ulterior motive, and in each game there is a beginning, a set of rules, and a pay off. These games are played by everyone at one time or another, but when they get to be a way of life, are dangerous because they prevent honest communication between people.

A woman had an alcoholic father who often hit her, and as a result soon developed the theory that all men were beasts. When she married, she married an alcoholic, which confirmed her theory. This fits into the game of Rapo, which she also played at social gatherings. She would lead a man on, but if he responded to her advances, she would turn away indignantly, confirming again, that all men were beasts.

Some people differ from the woman just mentioned, and play a game where they will be the loser, called *Kick Me*. A person who does this wants his I'm not OK, you're OK position confirmed. For example:

Student: I went out last night and don't have my homework done. (Ulterior motive: I'm a bad boy, kick me.)

Teacher: Too bad, I can't accept it after today. (Ulterior: Yes you are bad, and here is your kick.)

Another game is the "Yes, but." In this game the child's ego state appeals to the Nurturant parent, and says I have a problem, but when the person responds with a suggestion, the child says yes, but . . . and

Transactional Analysis
by David S. Abbey and
Ronald H. T. Owston
Human Development Institute
Instructional Dynamics Incorporated
166 East Superior Street
Chicago, Illinois 60611

A test program that teaches T.A. by experience and involvement to groups of 9 to 15. This program includes the following elements:

- one audio cassette
- one manual/guide
- one games book
- six copies of figures book

offers some reason why the suggestion would be impossible to carry out.

Stroking:

Stroking is something that is done every day. If I see someone I know and say hello, I am giving him a *positive stroke* because I am acknowledging him as a human being. If I ignored him I would be doing the opposite, and by non-verbal communication tell him that he is of no importance. People who play games like *Kick Me,* desire *negative strokes.*

Transactional analysis is something that removes the excuse of staying the way you are, because it offers a way for people to analyze the attitudes they have towards themselves and others.

Summary

Transactional Analysis is concerned with analysis of

- individual personality.
- what people do and say to one another.
- ulterior transactions leading to a payoff.
- specific life drama that persons compulsively play out.

Instructional Outcomes:

Transactional Analysis should liberate or increase the child's:

- self-concept: self-awareness; self-direction; self-evaluation; self-responsibility.
- awareness and identification of ego states.
- understanding the feelings of others.
- discussion skills and communication of feelings.
- awareness of options in decision-making and valuing.

Transactional Analysis could be used in the Rodney Allen Model as shown below.

Phase I — to clarify and comprehend.

Phase II — identify values.

Phase III — to determine how each personality might feel about the situation, and why they feel this way.

Phase V — to analyse the various courses of action.

Phase VI — to analyse the possible consequences for each course of action.

Phase VII — to analyse the acts one must do in order for the consequences of each alternative to occur.

Phase VIII — justification of decision.

Phase IX — to test for consistency.

Application: a student assignment:

In order to demonstrate the possibilities of Transactional Analysis, the work of a Grade 9 history student has been selected. Although the work is replete with the usual grade nine omissions and inconsistencies, it nevertheless affords a useful insight on the application of T.A. in the classroom. The use of T.A. in this case will be limited to Phase III — Empathy. However a summary of all nine phases in the Rodney Allen approach are given as they relate to the dilemma considered.

John Diefenbaker and Party Leadership — A History Project

As the 1965 election campaign drew to a close, Diefenbaker made a speech that sounded remarkably like a promise to retire quickly if he could be Prime Minister again. In a very sincere manner, he said that he had already all the honors the nation could bestow upon him and he had no further ambitions to fulfill.

At the party headquarters, the speech was just what they wanted to hear. The strategists in the party knew by then, that the voters in the urban centres were willing to support the Conservative party. The problem was, they didn't want to elect Diefenbaker Prime Minister again. The trick was to convince the city dwellers that electing Diefenbaker would be merely a formality. The party would run a Tory Government, and Diefenbaker would soon resign.

The strategists then drafted an advertisement which showed Diefenbaker with four provincial premiers (possible successors) and quoted his words in a way which made them sound like the end was nearing for Diefenbaker. The draft of the ad was sent to the leader for his approval. He approved it with a change after removing any commitment to early retirement. The story of the ad was being circulated as the rebel Tories (led by party president Dalton Camp) prepared for their all out effort to dump Dief at the party's November convention. (1966).

What will happen to the party if:

- If Dief survives the Dalton Camps of the Party, the urbanized thoughtful, middleclass intellectuals, will in effect be out of conservative politics. Control will be in the hands of men who wish to base the party on an alliance of farmers and the industrial class.
- If Dief is defeated it will be taken as a personal humiliation by the thousands of grassroots workers, fanatically loyal to the leader. The Tories cannot afford to lose their enthusiasm.
- As long as Dief is the leader, the party has very little chance to win the key urban ridings, and by driving the Camps out of the party, it would sacrifice whatever progress has been made in the modernizing of the Tory image to appeal to a better educated, younger voter.
- The defeat of Diefenbaker would outrage the rural areas, but this might not result in a loss of seats. The prairies are not basically pro-Dief, they are Anti-Grit (against Liberals).

However the fight is resolved the party will suffer in the short term.
There is deep bitterness on both sides.
People most involved are:

- Diefenbaker.
- Dalton Camp.
- Tory rebels.

- supporters of Dief in the party.
- all of the members in the party.

Phase I

What is going on here? What are the facts in this case (rank order of basic facts)

5 The Conservative Party is split.
3 Diefenbaker is threatened as party leader.
2 The party is holding a convention in November (1966) to vote for a leader.
1 Party president Dalton Camp and his followers in the party want to dump Dief.
4 Camp wants a new party image (more modern to appeal to the better educated voter).

Phase II

State the conflict in question form starting with should or ought.

- Should Diefenbaker give in to the pressures of his party and resign, or should he stand up and fight for his party leadership (thinking of his age and health).

State the conflict in terms of values e.g. personal self-respect vs. doing your job because it is your duty.

- Mental and physical health vs. personal self-respect and the respect and admiration of others.

Phase III

How would each side feel about this situation? Why?

Transactional analysis used in combination with the following techniques,

- Value name tag.
- Kohlberg Moral Level.
- Rank order of thinking, acting, feeling.
- Values List.
- Identification of hopes and ambitions.

will allow the student to perceive how each side feels about the dilemma, and why they have chosen their position.

Value Name Tags should be done for Diefenbaker, Camp, and Progressive Conservative Party. Only the Diefenbaker and Camp Value Name Tags are included here.

Value Name Tag: JOHN DIEFENBAKER

Moral Level

Stage II—Scratch my back and I'll scratch yours—because in his speech he hinted that if the people elect him as P.M. he will retire voluntarily with dignity.

Stage III—Wanting to belong—because he still wants to be the leader so that he may win and get elected once again.

His Values

1. his mental and physical health self-respect and respect of others
2. his party leadership
3. his future
4. his party supporters

THINKING

ACTING

FEELING

John George Diefenbaker

He thinks about the problem he is faced with. He will then make a decision and act upon his decision. Then he feels the consequences of his actions. (See the matrix of facts.)

Ambitions

In this dilemma, Diefenbaker wants to remain party leader, be elected once again by the people, and then retire, voluntarily, with dignity and honour, instead of being defeated. However, if he is not elected party leader at the convention, he has no chance to fulfill this ambition. If he resigns as party leader it will save him from what might be a humiliating defeat, but it will also appear that he gave up. He could lose both ways.

Value Name Tag: DALTON CAMP

Moral Level

Stage V—wanting a change, but prepared to work within society for the change.
—because he wanted to change the image of the party and to do so he needed to get rid of Dief as leader. He worked for this cause.

Stage III——wanting to belong.
—because he needed the support of his fellow party members and the people. He wanted his ideas to belong in everyone's opinion that believed in him. He wanted his new ideas to belong to the Conservative Party.

His Values

1. his own future
2. the leadership of the party (filled by someone other than Dief).
3. the new image of the party.
4. his party support.
5. his position as president of the party.

THINKING

FEELING

ACTING

Dalton Camp

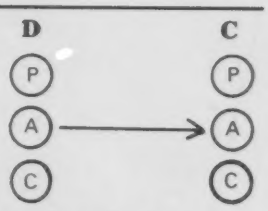
I think Camp is a thinking person because he thought first of giving the party a new image to get the urban vote. He acted upon this thought by challenging Dief's leadership, position and trying to get rid of Dief. Then he will feel the consequences of his actions in the next election and find out the results.

Ambition

He wanted to give the Tory party a new modern image that would appeal to the voters in the urban centres (the party needed the urban ridings). Diefenbaker was well liked in the rural areas and as long as Dief was leader, he felt they would not get the city dwellers' votes. He wanted to dump Dief as party leader.

Transactional Analysis:

Diefenbaker to Camp/Adult to Adult



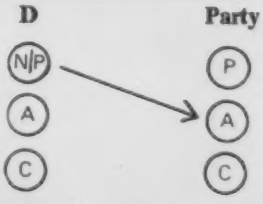
Verbal

'You (Camp) are doing this for a reason and I now understand this, maybe it would help the party in the future and maybe it won't, however it will not help me and I will fight it as best I can and accept the consequences and results of my actions.'

Non-Verbal

Diefenbaker is thinking deeply about the consequences of Camp's actions and the affects they will have on the party in the near future and the present. He is also thinking about the actions he must take and the consequences he will face.

Diefenbaker to Party Member/Nurturing Parent to Adult



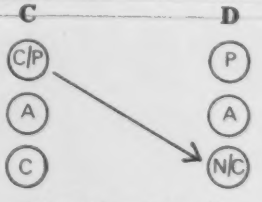
Verbal

'I hope you will side with me of course but I understand that you will make your own decisions and base them on what you think is best. All I can do is talk and try to persuade you to side with me. The final decision is up to you.'

Non-Verbal

He is serious, very emotional and sincere in his speech.

Camp to Diefenbaker/Critical Parent to Natural Child



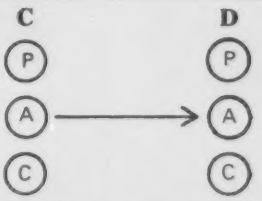
Verbal

'You are doing nothing for the party, you are too old-fashioned for this job and therefore it is my job to see that you are replaced. You do not appeal to the better-educated, young voters in the urban centres of the country and we need their votes from the key ridings. I will see to it that your time is up as party leader.'

Non-Verbal

He campaigns against Diefenbaker and is very critical whenever he faces him. All the actions he does are against Diefenbaker and prove he is criticizing Diefenbaker.

Camp to Diefenbaker / Adult to Adult



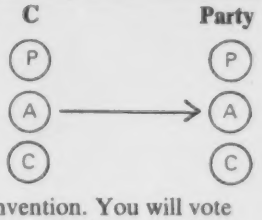
Verbal

'I am against you and you know why. I will do what I have to do to fulfill my ambitions and I know you will do whatever you can to help yourself in this situation. I am willing to face the consequences of my actions and you will have to face the consequences of yours'.

Non-Verbal

He thinks about what he has to do and what the results will be and he plans his actions out carefully.

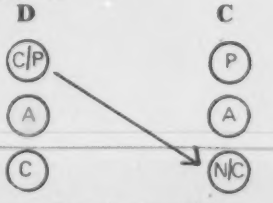
Camp to the Party Members/Adult to Adult



Verbal

'You will act as adults when you vote at the Convention. You will vote for the person you think will be best for the job and for the party. You will be aware of the consequences and you will act on what you think is the best decision. I will accept your decisions whichever way they are and I am prepared for the consequences. I have made my decision, now you must make yours."

Diefenbaker to Camp/Critical Parent to Natural Child



Verbal

'Your ideas are useless and are harmful to the party. I won't stand for this, you are destroying the entire policy of our party and everything it stands for.'

Non-Verbal

A look of disgust and determination on his face. He looks determined to fight for his position and what he thinks is best for the party. He points his finger and shakes his fist when he talks to Camp.

Diefenbaker wants to remain party leader because it is his only chance to become Prime Minister again, so that he can retire voluntarily and with dignity. He therefore must be elected by the members of the convention as party leader again. If he is not elected the decision is already made for him. If he does decide to try for party leadership and he wins, he must then take another risk and run for Prime Minister.

Camp wants to change the party image and remove Diefenbaker as Party Leader because he cannot modernize the party while Diefenbaker is the leader.

Diefenbaker wants to keep fighting and Camp wants to get rid of him so that he can make his changes in the party.

Phase IV

What would be the ideal solution to this conflict?

The ideal solution to this conflict would be for Dalton Camp to give up because the people and most of the Conservative Party would swing in Diefenbaker's favour. That way Diefenbaker would still have the respect or admiration of others, but besides that he would not have to make this decision if Camp gave up. This way he would not have to worry about campaigning against Camp for the Party leadership (the decision would already be made in his favour). It would save Diefenbaker a lot of work and worries, therefore he would not be under as much tension (mental and physical health would be saved for a while anyway).

This decision is ideal but not realistic.

Phase V

What alternatives or other courses of action are possible to resolve this conflict?

- Diefenbaker could resign as Party Leader before the convention.
- Diefenbaker could fight for leadership (campaign).
- Diefenbaker could try and compromise with Camp and work together for the good of the party.
- The Delegates (if they were on Diefenbaker's side) could hold another convention, and vote Camp out as party President.
- Diefenbaker could try and convince Camp that the party needs him to get a Conservative Government elected in the next election (blackmail Camp).
- Diefenbaker could bribe people in the party for their votes at the convention, but this would be illegal and unrealistic.
- Diefenbaker can just sit back and wait to see what happens at the convention.
- Diefenbaker could try to stall the convention by dwelling on new Conservative Policy.
- Diefenbaker could use slander as a way of blackmailing Camp (this would also be illegal and unlike Diefenbaker).
- Diefenbaker could talk to the opponent who had a good chance of being elected leader of the party and try to persuade him that it would look better for them if he let him resign with honour and was then elected after as Party Leader.
- Diefenbaker could change his party policy and work along with Camp and his supporters.

Phase VI

For each Alternative, state all the possible consequences.

The two best alternatives I have decided to use for my matrix are:

- Diefenbaker could resign as party leader before the convention.
- Diefenbaker could fight for his party leadership and campaign against Dalton Camp and his supporters.

For the answers to Phases six and seven a matrix was completed with the following criteria:

- Diefenbaker and his fellow party members.
- Diefenbaker and Camp.
- Diefenbaker and his future (conscience).
- Diefenbaker and the public.
- Diefenbaker and the future Tory Party.

Decision making matrix

Scale (1-5)
1 = best
5 = worst

Alternatives	Dief Party Members	Dief & Camp	Dief & His Future (Conscience)	Dief & Public	Dief & Party's Future	Score (lowest is decision)
Dief resigns as leader before convention	3	1	4	3	3	14
Dief stands up and fights for leadership	3	5	1	1	3	13
Score	6	6	5	4	6	

Best alternative = Dief stands up and fights for leadership
Best criteria = Dief and Public

Phase VII

What acts (means or strategy) must you do in order for the consequences of each alternative to occur? — See the decision making matrix.

Either Diefenbaker must resign or he must set up some kind of campaign to counter Camp's strategy and be elected party leader again at the convention.

Phase VIII

Is this ideal decision realistic?

- No! I have already made this clear.

What is your decision in this conflict? Why?

- My decision for Diefenbaker is based on the decision making matrix. I have decided that he should try to campaign for his party leadership because I think that he is a fighting person and I don't think he should give up before he even tries to save his position. He values his position greatly and he will fight for his cause.

Phase IX

Pose another dilemma using the same value but different circumstances.

JOHN MUNRO: THE HARBOUR SCANDAL

Should Munro give in to his pressures and tension and resign or should he keep fighting the accusations put to him and fight to protect his own personal respect.

VALUES CONFLICT:

Mental and physical health vs. self-respect and the respect and admiration of others.

Moral dilemmas and curriculum

Moral dilemmas in school

Catch-up

You have been away from school for two weeks. Upon returning you ask your typing teacher what work has been missed. The assignment on Tabulations is overdue and the teacher briefly explains how to do the work. She then leaves the room. You don't understand the work and she wants it done when she returns. The student opposite has finished his tabulation but did not sign his work. He left his seat and is at the rear of the room reading a book and facing the other way.

Dilemma

Should you take his tabulation exercise and type your name on it or should you come in after school and ask the teacher about it again?

Values Conflict

Self-respect and your conscience vs. an easy way out and getting a good mark.

A Student Viewpoint

The decision must be made quickly before the student returns to his typewriter. You would probably not have time to think deeply on the situation. A person would probably act on impulse.

Technique

What are the consequences

- for you if you take the student's exercise and put your name on it?
- for you if you do not take the exercise?
- for the teacher if you take the student's exercise and put your name on it?
- for the student whose exercise you have taken?
- for the teacher if you do not take the exercise?

Friends

You're having your P.E. period and since it's a nice day outside, the teacher says you have to run around the block. You're running beside your best friend; he's slowing down a bit, and says,

'I'm too tired. Let's cut across the grass and save a little time.' You agree, and you both take the short cut. When you reach the last stretch you see the teacher up ahead, he has the stop watch and is timing the running. You and your friend are in the lead because you cheated. Your

friend bursts out and sprints the rest of the way. The teacher was very pleased and congratulated you both.

After class you feel guilty and you tell the teacher that you had cheated, saying nothing about your friend. He says that you can be timed after school; of course the timing was much worse.

For weeks after, the teacher kept praising your friend for his terrific effort, and asked him to run for the school. He knew he couldn't do it.

- What is the value conflict?
- Complete the following *decision making matrix* considering how each alternative would affect each individual.

ALTERNATIVES	Consequences to:		
	you	your friend	the teacher
you tell the teacher your friend cheated			
you persuade your friend to tell the teacher the truth			
you help your friend to train for the race			
you ignore the whole matter			
you help your friend contrive a ruse to get out of running			

- Depending on how much you value each alternative, put a figure from 1 to 5 in each space with 1 representing a most desirable consequence.

On the spot

You are in the changing rooms. The bell goes and everyone is rushing around. In the hurry you see someone leaving who has left their gym equipment lying on the floor. The person beside you sees it also. When he sees you looking at it he says,

'I'll take it and give it to him.'

The next day a student comes in and says that he is missing his equipment. You look at the person who said he'd return it. He sees you and glares back.

What do you do?

List the Facts

- a student loses his gym equipment.
- another student takes it without anyone seeing but you.
- the thief apparently doesn't want to give it back or say anything to the student.

Alternatives

- Should you tell the teacher what you know?
- Should you tell the student you know who took his equipment?
- Should you tell the thief to return the equipment?
- Should you remain quiet?
- Should you ———?

Values Conflict

Obey your conscience and reveal the thief vs. ignore your conscience and refrain from getting involved.

Lost instrument

You borrow an instrument for the night to take it home and practice your test piece, which is due for tomorrow. On the way home you see some boys playing football. They ask you to join in. You respond negatively at first but then you finally agree.

That night you remember about your test. You go to get your instrument, but it isn't there. You are unable to find it back at the field. You forgot to sign it out so the teacher would not know who had it.

List the Facts

- you borrow a valuable musical instrument from school.
- you leave it where you played football and it is gone later.
- you will not be able to do the test.
- you did not sign out the instrument, so the teacher does not know you have it.

Alternatives

- Should you tell the teacher that you left it at the field?
- Should you say nothing?
- Should you say that someone had stolen it from the field?
- Should you say that you brought it back early that morning?
- Should you ———?

Values Conflict

Admit you lost the instrument vs. admit nothing.

Alternative Dilemma

At the beginning of the class a student who played football with you the evening before tells the teacher he saw you with the instrument that evening.

List the Facts

- you've lost the instrument.
- your teacher knows you borrowed the instrument.

Alternatives

- Should you admit you took it home?
- Should you say you left it at the field?
- Should you say you left it at home?
- Should you say someone stole it from you?
- Should you ———?

Values Conflict

Honesty vs dishonesty.

Credit

Gymnastic tests have to be complete in two weeks with a minimum of fifteen moves. You have been fooling around for most of the time and find yourself with eight moves to do and only one more day to do them. If you have not completed your fifteen moves, you will not receive your credit.

Your teacher is working with a group of students in the far end of the gym. Unknowingly, he has left his mark sheets on the mat beside you. The other students in the class are busy and are not paying any attention to you. You have the perfect opportunity to mark in your moves and therefore, receive your credit.

Techniques

Consider the alternatives, and consequences and make your decision. Based on your decision, use *Transactional Analysis* to determine how the following people would feel about your decision:

- yourself.
- the teacher.
- your friends.
- your parents.
- the principal.

Blood

You cannot stand the sight of blood. Yesterday you watched a film on dissecting frogs. You asked the teacher if you could leave the class but he refused and said that you would have to know the facts in the film. Today you are watching a film on smoking and lung cancer; once more the teacher has refused you permission to leave the class. You have almost fainted during the film already. What should you do?

- What values are in conflict here?

- Circle most desirable statement.
  - Should you obey the teacher?
  - Should you try to calm yourself and stop being bothered by blood?
  - Should you get up and leave the class anyway?
  - Should you explain to the teacher and then leave?
  - Should you faint?
  - Should ———

Helping

You are in a very unusual class. The teacher has indicated that one-third of the class will likely fail the subject that year. However, he is willing to help by allowing students to give some of their own marks to other students to ensure that they pass. Your friend has 40 marks out of 100 and needs 10 marks to pass — you have 60 marks out of 100. He could pass if you gave him 10 of your marks. Your friend had missed a lot of school owing to illness.

Values Conflict

- Earned credit vs. unearned credit.

Rank order the following:

- give your friend 10 marks.
- don't give him any marks.
- give him 5 marks.
- give him 15 marks.
- collect a petition objecting to the teacher's methods of marking.
- encourage someone else to give your friend marks.

Subject dilemmas

Biology

Dr. Watters' patient appears to be dying. The patient's brain has lost its vital life signs as detected by an electroencephalogram machine, but the patient's heart continues to function weakly with the help of an electric pacemaker and chemical stimulants. It appears the patient may remain in this condition for some time.

According to some scientists, there is absolutely no hope for the recovery of this patient once the brain's vital life signs have gone and that the supports for the heart should be removed and the patient certified as dead. Other scientists say that only when the heart stops permanently can the patient be considered dead.

Form groups of three.

- What value conflict exists here?
- Complete a *decision making matrix* for this dilemma.
  - down the left hand side list as many statements as possible containing the word 'should' or 'ought'
  - across the top name the individuals and/or groups involved as follows:
    Dr. Watters, the patient, the patient's family, the hospital, society.
- Using the *decision making matrix* as your guideline, make sure your group has discussed all the possible consequences and the acts necessary to make the consequences a reality.

Health

Student X, aged 17, has been smoking heavily for 3 years. All of X's peer group smoke. A recent TV documentary on smoking has prompted X to consider quitting.

Form groups of three.

- What value conflict exists here?
- Consider the alternatives and consequences and make a decision.

Health

Bill is 18 years old and has never had sexual intercourse. He has indicated to his friend, Mark, that he is anxious to gain the experience. Mark tells him that he can arrange for him to have sexual intercourse with a girl who has had a lot of sexual experience, and who owes him a favour.

Complete a *decision making matrix* for this dilemma.

- down the left hand side list as many statements as possible containing the word 'should' or 'ought'.
- across the top name the individuals and/or groups involved as follows:

Bill, Mark, the girl, the girl's family, Bill's family, society.

- form groups of three and share your matrix with the members of the group.
- form a *group matrix* and consider the consequences and the acts necessary to make the consequences a reality.

Health

Debbie is 17 and has been Jim's girl friend for over a year. Their relationship has developed to a point where Jim is demanding that

Debbie have sexual intercourse with him. He tells her that birth control pills are available on prescription at a nearby hospital clinic if she were to go and ask for them.

- Using *Transactional Analysis,* identify the ego states which Debbie and Jim are working on. If you find Debbie and Jim are involved in a crossed transaction, continue with the following:
- What values are in conflict here.
- List as many statements as possible containing the words "should" or "ought."
- *Rank order* your statements.

English

To Sir With Love

Mr. Braithwaite is a black man who finds himself teaching high school in an east-end slum of London. The students in his class have no respect for him, or any other teacher. Their behaviour consists of rude gestures, sarcastic language, and snide remarks towards their teacher and each other. Mr. Braithwaite is not used to such behaviour; he believes students should be well mannered individuals who show concern for learning and for each other.

Mr. Braithwaite is on the verge of despair; he has tried everything he could think of to create a learning situation in his class but has failed. What should Mr. Braithwaite do?

Circle most appropriate alternative; if no alternative satisfies you, write in your own.

- Should Mr. Braithwaite give up and quit his job?
- Should he seek help from others on his staff?
- Should he try to find a job that would better suit his talents?
- Should he try to understand the needs of his class and approach them on this basis?
- Should ————

World religions

The Good Samaritan story. (Luke 10: 30-35)

A man travelling from Jerusalem to Jericho was set upon by thieves. They stripped off his clothes, beat him up, and left him half dead beside the road.

Now it so happened that a priest was going down to Jericho by that road; but when he saw the man who had been beaten up, he passed by on the other side. However, a Samaritan, travelling along the same road, saw the man and felt sorry for him. He went to him, put healing lotions on his wounds and bandaged them. Then he placed the man on his own horse and brought him to an inn, where he looked after him through the night. The next day he gave twenty dollars to the innkeeper and said:
"Take care of him; and whatever you spend over and above this amount, I will repay you when I return from my business in Jericho."

Technique

- Based on his action what values might the Priest hold?

- *Rank order* the Priest's values. Give reasons for your ranking.
- Based on his actions what value might the Samaritan hold?
- *Rank order* the Samaritan's values. Give reasons for your ranking.
- What would you do in a similar situation?
- What values would your action be based upon?
- *Rank order* your own values.
- Give reasons for your ranking.
- Write 'I learned' statements considering:
  - the Good Samaritan story.
  - the alternatives open to both the priest and the Samaritan.
  - your action if you found yourself in a similar situation.

Business education

You are studying the fundamentals of salesmanship. You are learning selling techniques and learning how to find out people's needs and wants. One of the selling techniques is 'Overcoming Objections.' This means turning the disadvantages as the customer might see them, into advantages for the owner of your product. This may occur anytime during a sale.

Dilemma

Should a salesman be completely honest, and when faced with an objection about an obvious disadvantage, level with the customer. Or should he turn the disadvantage into an advantage that was not meant to be?

Values Conflict

Complete honesty (levelling with the customer) vs bending the truth and doing your job.

Technique

The presentation and discussion of issues.

- Should one always be honest?
- Are there any situations in which one could consider it justified to tell a lie?
- Would it make a difference if the customer was a personal friend of the salesman rather than a stranger?
- Would the salesman be justified in not mentioning a defect in the product unless specifically asked?
- How would you feel if you were the customer?

Business education

The following dilemma is presented in a personal law course.

A man is eating lunch in a restaurant. During the meal he receives a phone call. He is obviously upset by the telephone call and leaves without paying the bill. Is the man guilty of committing a crime?

Values Conflict

An accurate application of the law vs. what you think is fair or just in these particular circumstances.

Technique

The dilemma lends itself to 'should or ought' questions.

- should the man forget about the bill?
- should he pay only for that part actually eaten?
- should he return, apologize for the inconvenience and pay the bill?
- should he write a letter to the owner explaining the urgency of the situation?
- should he complain about having been interrupted by the waiter and the phone call from his meal and refuse to pay the bill?

Course unit: world religions

Values Education could be fused with the entire course content. However, the teacher will find that Values Education will permit a specific topic (eg the Ten Commandments) to be examined in greater depth. It may be desirable to use the valuing process, once or twice throughout a major unit. Even though the entire valuing process may be used sparingly in a unit, the teacher could use value techniques whenever the opportunity presents itself.

In the following unit on Judaism, the valuing process is most appropriately applied to two specific topics — The Ten Commandments and Marriage.

In both topics the Rodney Allen Model is used for the valuing process. Within the Allen model, the Kohlberg Moral Dilemma is used as well as numerous Value Clarification techniques and Transactional Analysis.

Unit: Judaism

I — Exploitation of Student Stereotypes Concerning Jews

This is an attempt to make students aware of their stereotypes concerning Jews, if they are not already aware of them.

II — What is a Jew?

Five basic precepts are presented which represent the most common Rabbinic explanations.

III — Jewish Scripture — The Old Testament

A. Creation — Genesis 1, 2
B. The Fall of Adam and Eve — Genesis 3
C. Noah and the Covenant of the Rainbow — Genesis 6, 7, 8, 9
D. Abraham and Circumcision (Gen. 12, 13, 14, 15, 17)
E. God tests Abraham — Genesis 22
F. Story of Rebecca — Genesis 22
G. God's Promise to Israel (Jacob) — Gen. 35
H. Story of Joseph — Genesis 37, 39, 40, 41, 42, 43, 44, 45
I. Israel's Prophecy: the 12 tribes — Gen. 49
J. A map and explanation of the Exodus from Egypt.
K. The Plight of the Hebrews — Exodus.
L. Moses and the Covenant — The Song of Moses.

M. God's Laws — The 10 Commandments (Exodus 21)/*Valuing process used*
— other laws (Exodus 22, 23)

N. The Ark of Testimony: The Tabernacle (Exodus 25-32)

IV — Life Cycle of a Jew

A. Bris
B. Bar Mitzvah

C. Marriage/*Valuing process used*

D. Death.
E. Yarzeit.

V — Jewish Holy Days and Festive Occasions

A. Rosh Hoshannah
B. Yom Kippur
C. Succoth
D. Chanukah
E. Passover

VI — Jewish Mythology

VII — The Jewish People — Past and Present

A. The Jew — Historically the Urban Man.
B. Anti-Semiticism: Its influence on Judaism in the Modern World.
1. Christian-Jewish Relations.
2. Pogroms in Tsarist Russia and Anti-Semiticism in the U.S.S.R.
3. The Holocaust — Six Million Jews.

VIII — Student Stereotypes Re-examined

COURSE: WORLD RELIGIONS	**KOHLBERG STAGES GRADE LEVEL** 3-4 11-12
THEME: RESPONSIBILITY	**UNIT: JUDAISM** **TIME ALLOTED:** 4-6 40 min. periods
CONCEPTS: Personal, Religious and Social Responsibility	**TOPIC:** Responsibility of the individual as set down by the Ten Commandments

Part I **Main idea**

Define the role of the Ten Commandments in the Lives of Jewish people.

Initiating activity

Read the Ten Commandments

Student questions

What do the Ten Commandments say the duties of a Jewish person are:

- to God.
- to his parents.
- to others.
- to himself.

Activities

- Examine the Ten Commandments

Evaluation

- Ability to discern the responsibilities of individuals in society.
- Open Socratic discussion involving entire class.

Resources

- Holy Bible, Old Testament, Exodus 20: 3-17.

Part II

Main idea

- Determine the necessity of obeying the Ten Commandments.

Student questions

- Should a person obey the Commandments if one or more of them are in conflict with the desires of:
  - his parents?
  - himself?

Activities

- Involve Guest Speakers.
  - a Rabbi.
  - an Atheist.
  - a Jewish mother.
- *Public interview technique* should be used for each speaker, with the entire class acting as the interviewers.
- Students will prepare a *value name tag* for each speaker. The name tag will include the following:
  - Kohlberg Moral Level (stage)
  - the use of *Transactional Analysis* to clarify and analyse the position of the speaker.
  - a *values list* and the *rank order* of the list.
  - a judgement as to whether the speaker is a thinking, acting, or feeling personality.

Evaluation

- Ability of students to ask relevant, meaningful questions and comprehend, analyze and evaluate the responses.
- Ability to utilize successfully the value techniques of
  - the Public Interview.
  - the Value Name Tag.
  - Transactional Analysis.
  - Kohlberg Moral Levels.
  - Values Lists.
  - Rank Order.

Resources

- Local Synagogue.
- Local Rabbi.
- Jewish neighbours.
- Jewish friends.
- *What Do You Say After You Say Hello* by Eric Berne.
- *Values Clarification Strategies* by Simon and Kirschenbaum.
- *Cognitive Moral Development Theory Chart* by Lawrence Kohlberg.

Part III

Main idea

- Analyze the conflict which might arise between personal desires and apodictic law.

Initiating activity

The following moral dilemma based on the commandment Honour Thy Mother and Father is presented to the class:

> Jim Goldstein's parents want him to study law. Jim believes that his abilities would be better suited to a career in art. Jim's Mom and Dad want him to be happy. They know Jim likes the better things in life which money can buy, therefore they believe Jim would be wiser to become a lawyer than a starving artist.

Student questions

- According to the Rabbi, are there any alternatives to obeying the Ten Commandments?
- Should Jim obey the wishes of his parents?

Activities

List the alternatives open to Jim Goldstein if there is a conflict between the Commandments and:

- the wishes of his parents for him.
- the demands of society (peer groups)
- his own personal desires.

Evaluation

Ability to formulate various courses of action open to a Jewish individual.

Resources

- *Moral Dilemma* provided by teacher.
- Notes and *Value Name Tags* for guest speakers.

Part IV

Main idea

- Consider courses of action, weighing consequences.
- Permit defense of value judgements.
- Permit students to reflect on what they have learned.

Student questions

1. What alternative would you choose? Why?
2. Which criteria (individuals, personal relationships, society, etc.) are most important?

Activities

- Students will be divided into groups according to what alternative they have chosen.
- Each group will carry on individual discussions over the reasons for their choice of action.
- The group will try to come to some common reason or reasons for their choice of alternatives.
- Each group will *rank order* their top three consequences.
- The groups will then engage in a formal debate over opposing alternatives.

- Each student will write a *"I learned . . ."* statement. Volunteers read their statements to the class.

Evaluation

- Use of moral reasoning to weigh consequences in order to make a decision.
- Ability to debate using knowledge acquired, moral reasoning, analysis and evaluation in view of the arguments of others.
- Ability of students to reflect on what they have learned.

Resources

Students' own answers to questions.

Part V **Main idea**

Test One's Consistency

Activities

Rank order the Ten Commandments.
Compare list of students with original order of list in The Bible. Create a new dilemma using the same values but changing the personal and social-religious nature of the dilemma.

Evaluation

To test consistency of student values.

Resources

Student dilemmas.

COURSE: WORLD RELIGIONS	**KOHLBERG** Cognitive Development Stages 3-4	Grade Level 11-12
THEME: RESPONSIBILITY	**UNIT:** Judaism **TIME ALLOTTED:** 2-3 wks.	
CONCEPT: Personal and Social Responsibility	**TOPIC:** Personal and Social Responsibility in Marriage	

Part I **Main ideas**

- Show that the family (marriage and children) is the basic unit of Jewish society.
- Acquire knowledge of marriage rituals in Judaism.
- Distinguish marriage in Jewish society from North American Society.
- Recognize defined duties of husband, wife and children as laid down by Judaic laws.
- Formation of a research paper on marriage in Judaism, applying knowledge gathered.

Initiating activity

Read *What Man Believes* by Evans to give basic factual knowledge on marriage in Judaism.

Observe the legality of marriage in Judaism by examining the Jewish marriage contract.

- Review information gathered above and proceed to collect more information by way of library and community resources.

Student questions

- At what age would a man and/or woman contemplate marriage?
- Where would the ceremony be held?
- What procedures must be followed before the marriage could be carried out.
- Who performs the marriages and what qualifications must he have?
- What are the procedures in the wedding ceremony and what is the significance of each step?
- What significance does marriage have in (i) Jewish society? (ii) North American society?
- What duties do husband, wife and children have to each other?
- Group I will write individual research papers on *Marriage In Judaism* using questions asked and their answers as a guideline.

Activities

Examine Jewish Marriage Contract and the Ten Commandments.

- For this purpose, Group I will be on independent study. Topic ends, until Group I has completed papers. Groups II and III will work on individual assignments, either related or unrelated to topic.

Evaluation

Ability to discern responsibilities of individuals in a family as determined by Judaic law.

- Ability to apply knowledge acquired, expand it, analyze and evaluate and produce a research paper.

Resources

A Short History of Marriage. New York: Humanities Press Inc., 1968
Ausabel, Natheen. *The Jewish Book of Knowledge*. New York: Crown Publishers Inc. 1964.
Gittelsohn, Roland B. *Meaning of Judaism*. New York: World Publishing Co. 1970.

Part II **Main Ideas**

- Assess who should have the right to determine whether a person may or may not marry.
- Determine the responsibility one has in the question of getting married.

Initiating Activity

- Have students make a list of speakers desired and then go out and get speakers to come to class.

Student Questions

- Who should have the right to determine whether a person may or may not marry? (parents, Jewish society, secular world, religious laws, civil laws, friends, relatives).
- Is one's first responsibility to himself, to his parents, girlfriend/boyfriend, relatives, friends, laws (religious and non-religious), society.
- Should one marry outside one's faith?

Activities

- Involve guest speakers.
- Rabbi.
- Marriage Counsellor.
- A couple who have inter-married.
- A couple who have married within their faith.
- Orthodox Jew.
- Conservative Jew.
- Reform Jew.
- Children who have parents of different religious backgrounds.
  - Students prepare a *values list* for each speaker.
  - Have students make their own *values list* on the topic of marriage and rank order them.

Evaluation

- Ability of students to ask meaningful questions and comprehend, analyze and evaluate the responses.
- Evaluate individual's responsibility in the question of getting married.

Resource

Wilson, Barbara. *The New Standard Jewish Encyclopedia*. New York: Doubleday & Co., 1970

Part III

Main Ideas

- Identification of a conflict, personal needs versus responsibility to one's faith.
- Analysis and evaluation of the conflict. Weighing the consequences and acts necessary to bring about consequences.
- Making a decision.
- Understanding decision made and acts necessary to bring about the decision and expressing this in *transactional analysis* terms.

Student Question

Should one marry if one's feelings, desires and personal needs are at odds with one's responsibility to one's faith?

Activities

All students formulate a decision-making matrix on the issue "Should one marry if one's feelings, desires, and personal needs are at odds with one's responsibility to one's faith?"

Determine best alternative, most valued criteria, based on weighing the positive and negative consequences and the acts necessary to bring about the consequences. Make a concluding statement expressing your

decision in *transactional analysis*.

Evaluation

- Ability to formulate a decision-making matrix.
- Use of critical reasoning to weigh consequences and acts necessary to carry out consequences in order to make decision.
- Decision.
- Use of *transactional analysis* terms.

Resources

Engagement and Wedding Etiquette. New York: Hawthorn Books, 1970; *Jewish Marriage, Encyclopedia Americana*, Local Synagogue.

Part IV

Main Ideas

- Evaluate decision made by making theoretical case come alive in a play.
- Defense of decision made and play written.
- Allowing students to make a decision which will affect their own lives.
- Allow students to role play.
- Interpret other students' work.
- Carry out a video-tape production.

Initiating Activity

- Group II distributes their play to rest of class.

Activities

- Group II, using the individual research papers from Group I and the *decision-making matrices* from the entire class, will write a play based on the conflict.
  For this purpose, Group II will work independent of the rest of the class. At this point, the topic ends until Group II has completed the play. Groups I and III will be given individual assignments not necessarily related to this topic.
- Group II will distribute copies of their play to the class and will defend the course of action, moral statements and decisions in the play.
- Students will decide whether to turn play into a video-tape by acting out parts. If students decide to continue, Group III will be in charge of the production using Group II's play, Group I's research papers and the class *decision-making matrixes* in formation of their production. If students do not wish to continue, they will advance to Part VI, omitting part V.

Evaluation

- Ability to make a decision which will affect students themselves.
- Ability to role play.
- Ability to interpret student research papers, play, decision-making matrixes.
- Ability to carry out production of a video-tape.

Resources
Harris, *I'm OK, You're OK.*
What Do You Say After You Say Hello.
Student Research Papers, Student Decision-Making Matrices.

Part V

Main Ideas
Testing consistency of the class.

Initiating Activity
Formulating a questionnaire.

Activities
Group III will formulate a questionnaire based on the video tape. However, the questionnaire will:
- change the subject matter.
- place greater emphasis on values that were not considered important in the tape.
- alter conditions in the tape.
- test the impartiality of the class.
- ask questions such as "What if everyone decided to be responsible first to the will of his parents and second to himself?"

Evaluation
Testing the consistency of the class.

Resources
- Student Research Papers, Play, Matrices, video equipment. Special effects generator, video-cameras, monitors (1 per camera plus one no view production output), Mic Mixer, Microphones, cables, etc.

Part VI

Main Ideas
Testing the consistency of the class.

Activities
Group III will formulate a questionnaire based on the play. However, the questionnaire will.
- Change the subject matter.
- Place greater emphasis on values that were not considered important in the play.
- Alter conditions in the play.
- Test the impartiality of the class.
- Ask, i.e. "What if everyone decided to be responsible first to the will of his parents and second to himself?"

Evaluation
Testing the consistency of the class.

Resources
Student Research Papers, Matrixes, play.

Values games

Two-way communication

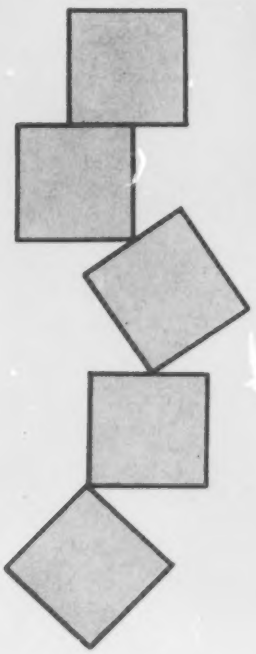


Chart 1/One-way communication
INSTRUCTIONS: Study the figures above. With your back to the group, you are to instruct the participants how to draw them. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed. All squares are 2 inches.

Chart 2/Two-way communication
INSTRUCTIONS: Study the figures over. Facing the group, you are to instruct the participants how to draw them. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions from participants and repeat if necessary. All squares are 2 inches.

This exercise demonstrates the usefulness of two-way communication and teaches the skills of listening to and questioning others.

Procedure

- Participants should be facing the demonstrator and sitting in such a way that it will be difficult, if not impossible, to see each other's drawings. In the first phase of the exercise the demonstrator turns his back to the group or stands behind a screen.
- The teacher indicates that the group will experiment with the directions aspects of communication by participating in the following exercise:

Preliminaries

The teacher selects a demonstrator and one or two observers. Participants are supplied with a pencil and two sheets of paper, one labelled Chart I and the other labelled Chart II.

Directions

The group is told that the demonstrator will give directions to draw a series of squares. The participants are instructed to draw the squares exactly as they are told by the demonstrator. These drawings will be made on the paper labelled Chart I. Participants may neither ask questions nor give audible responses.

- The demonstrator is asked to study the diagram of squares for a period of two minutes.
- The teacher instructs the observers to take notes on the behavior and reactions of the demonstrator and the participants.
- The teacher places three small tables, as follows, on the chalkboard.

TABLE 1

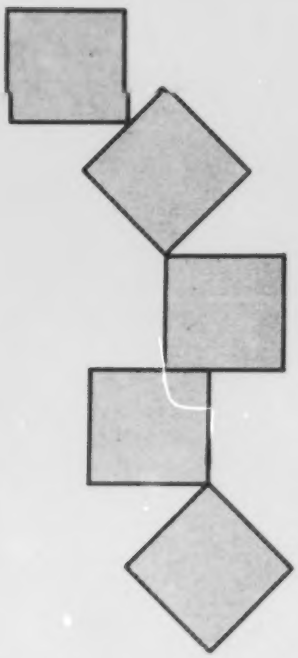
MEDIANS	I	II
Time Elapsed		
Guess Accuracy		
Actual Accuracy		

TABLE 2

Number Correct	Guess	Actual
5		
4		
3		
2		
1		
0		

TABLE 3

Number Correct	Guess	Actual
5		
4		
3		
2		
1		
0		



- The teacher asks the demonstrator to proceed, reminding him to tell the group what to draw as quickly and accurately as he can. The teacher will also caution the group not to ask questions and not to give audible reactions.
- The time it takes the demonstrator to complete his instructions is recorded in Table 1.
- Each participant is asked to estimate the number of squares he has drawn correctly in relation to the other squares.
- Repeat the experience with the following modifications: the demonstrator uses Chart II, facing the group, and is allowed to reply to questions from the group.
- The teacher determines the median for guessed accuracy in trials one and two based upon the individual estimations of accuracy and indicates these on Table 2 and Table 3.
- The group is then shown the master charts for the two sets of squares and asked to determine actual accuracy.
- The teacher determines the median for actual accuracy for trials one and two based upon the individual scores.
- A discussion of the results in terms of time, accuracy, and level of confidence should follow, calling upon personal experience and application.
- The observers offer their data, and the group discusses it in relation to the data generated during the first phase of the discussion.

Decision by consensus: the NASA key

This technique helps students to realize that a group of people are generally able to come to a better solution to a problem than one individual, since the collective experience of the group brings more areas of expertise to bear on the problem than the individual working alone is likely to possess.

Procedure

- Hand out blank NASA Key work sheet to each class member.
- Read the instructions to the class and ask them to *rank order* the listed items from the most important for survival during the 200 mile trip to least important. Students are to use the "individual rating" column to do this and are *not* to discuss the problem with others.
- Ask the students to form groups of about 6 people and discuss the problem, attempting to reach consensus as to what is the best *rank order* for the items. Each group is to *rank order* the items on the basis of their consensus using the 'group rating' column.
- Supply the students with the rank ordering of the items arrived at by the experts at NASA. Have the students record this using the "NASA Key" column.
- Ask the students to arrive at their individual score and the group score for each item by finding the difference between the NASA Key ranking and their individual and group rankings. These scores are recorded in the appropriate columns. Add the values to gain an individual and group total. The lower the total the better.
- Students can then compare their individual and group scores to see which is better. For most students the group scores will be better than their individual scores.
- A discussion of the value of group discussion should follow.

ITEMS	indiv. rating	NASA key	Group rating	Indiv. score	Group score	Gain
box of matches		15				
food concentrate		4				
50 feet of nylon rope		6				
parachute silk		8				
portable heating unit		13				
two .45 calibre pistols		11				
one case dehydrated pet milk		12				
two 100 lb. tanks of oxygen		1				
star map of moon's constellation		3				
magnetic life raft		9				
magnetic compass		14				
5 gallons of water		2				
signal flares		10				
first aid kit containing injection needles		7				
solar-powered FM receiver-transmitter		5				

Win as much as you can

This game demonstrates to students the value of trust and the conditions under which trust tends to break down.

Procedure

Form two teams of three people each. Position each team so that it is difficult to hear what the members of the other team are saying.

Inform the members of each team that the purpose of the game is not necessarily to beat the other team but to win as many points for their own team as they can.

Inform the teams that *without any inter-team consultation,* Team 1 must pick either the letter 'a' or 'b' and Team 2 must pick either the letter 'x' or 'y'. Say that the resulting letter combination will determine how many points each team wins or loses. Once each team has made its decision put the combinations and scores on the board so all can see (see scoring schedule).

It will become apparent during the game that the only safe letter combination is 'a,x' which guarantees each team 3 points. If Team 1 picks 'b' it gambles that Team 2 will pick 'x', hoping for the 'a,x' combination. In this case Team 1 gains 5 points and Team 2 loses 5 points. However, if Team 2 picks 'y' in an attempt to gain 5 points at Team 1's expense, both teams lose points. If both teams trust one another they will produce 'a,x' combinations.

If distrust is present 'b,y' combinations will become the rule. Once distrust is established as the rule, 'a,x' combinations do not show up often, both teams choosing to lose points rather than to give the other the opportunity to double-cross them.

Usually by game's end it becomes obvious that if 'a,x' (trust) combinations had been chosen consistently, both teams would have higher totals than those achieved in actuality through competition.

Following the game, discuss what has been learned about trust.

SAMPLE

Team 1 may choose "a" or "b"

Team 2 may choose "x" or "y"

Scoring Schedule

Combination	Team 1	Team 2
"a, x"	+3	+3
"a, y"	−5	+5
"b, x"	+5	−5
"b, y"	−3	−3

Play 10 rounds. Multiply point counts in the last 3 rounds. (double or triple the per round values)

Teams may consult with each other after rounds 3, 7 & 9.

Keep score.

		Score	
Round	Combination	Team 1	Team 2
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Totals			

Developing values

The Adolescent Experience Series
Guidance Associates: Harcourt, Brace, Jovanovich, Inc.

The six programs involve the key issues in personal development: Shaping Identity, Setting Goals, Interpersonal Relationships, Understanding Emotions, Developing Values, and Forming Beliefs.

Body talk: the game of feeling and expression

Dynamic Design Industries
1433 N. Central Park
Anaheim, Calif. 92802

In Body Talk you attempt to communicate with your "mouth tied behind your back." And you will open a whole new world about the way you communicate to others.

In Body Talk there are 52 king-sized cards (plus two jokers). Like any deck of cards there are four suits but in Body Talk the suits are Hand, Head, Whole Body and Interpersonal. Under each of these suits, or modes of expression, there are 13 emotion cards: Love, Joy, Hope, Admiration, Contentment, Shyness, Indifference, Fear, Frustration, Loneliness, Sorrow, Hate and Anger. The object of the game is to get rid of the cards by expressing your emotions well, and by being able to interpret emotions expressed by other players. Each time you act out or interpret an emotion successfully you discard. The first player to get rid of all his cards is the winner.

Body Talk can be played in groups of up to 10 to learn about how to express and receive emotions successfully without using words.

Coping with life: the role of self-control

The Center for Humanities, Inc.,
White Plains, New York, 10603

These programs represent a new approach to the area of adolescent development. Relevant works of literature are combined with movie stills, photographs, graphics, as well as masterpieces of art, to give young people a broader perspective on their own lives. They are reassured that the struggles and difficulties of growing up are not unique to their generation alone. All people in all times and in all places have confronted similar problems. By discovering how others have solved these problems, adolescents can learn how to strengthen their own personalities and make their futures more purposeful and fulfilling.

No man is an island: an inquiry into alienation

Society and Mankind Related Programs
The Center for Humanities Inc.
White Plains, NY., 10603

This teaching kit takes an historical look at alienation, examining political, artistic, and literary figures of discontent. Students are able to compare today's alienated with those of past generations.

Am I worthwhile? Identity and self-image

Society and Mankind Related Programs
The Center for Humanities Inc.
White Plains, N.Y., 10603

The process of evaluation and discovery is universal. All human beings must examine themselves in order to determine who they are and what their worth is. The program stresses that everyone is capable of making a meaningful contribution to society.

Clarifying your values: guidelines for living

Society and Mankind Related Programs
The Center for Humanities Inc.
White Plains, N.Y., 10603

The package suggests various methods to organize our ideals into a system that would enable us to deal with the moral and ethical problems we encounter every day. It explores ways to act on our beliefs and how to set goals that would help us to live within our value systems.

Human relationships: why they succeed or fail

Society and Mankind Related Programs
The Center for Humanities Inc.
White Plains, N.Y., 10603

The program examines our relationships with others; the problems involved and the characteristics necessary to produce strong bonds between people. Role-playing is discussed. The key factor in creating fulfilling relationships, self-knowledge, is also explored.

Insight

Games Research Inc.
Boston, Massachusetts 02118

Insight is a lively game for adults or teenagers. Any number from 2 to 20 can play. With 10 or more players it is recommended that you break up into two or more groups to minimize the time required.

In Insight each player tests his power of perception by evaluating the personality of every other player. This game does not confine the players to one table or board, but rather permits moving around the room and stimulates interesting discussion.

Equipment

This consists of score sheets and 54 Picture cards — 26 cards depict various categories of personal tastes that reflect personality, 28 cards show an array of personality facets.

Objective

Insight is a game to test each player's powers of perception. Each player evaluates all other players and himself on various personal preferences. A comparison is made between how the player perceives himself and how others perceive him. Although the validity of the choice may be questioned, the individual's own choice is considered correct; and players are judged by the number of times their "insight" has proven correct.

The Following games are available from:
Value-Ed Ltd.
1580 Brimley Rd.
Scarborough, Ontario
M1P 3G9.
or
Pennant Educational Materials
San Diego, California
92120, U.S.A.

The balanced life in a cruel, cruel world

By playing the Cruel Cruel World, individuals begin to develop an understanding of how values are involved in real-life situations. He learns to recognize values and how they are interrelated. This assists him in discovering that events can be interpreted in terms of a value system.

He will realize that his values are enhanced or deprived according to the goals he sets for himself. The individual may choose to work for affection, or well-being, or wealth, but he will soon become aware that other values will suffer, and as a result, his limited set of values will not lead him to a balanced life.

The individual will discover that a balanced life can only be achieved through eight balanced values, achieved by transacting values with himself or with another person.

The individual will find the Cruel Cruel World not just a game, but a useful tool for developing skill in analyzing his own life. With this ability he can determine which of his values are being deprived and begin to emphasize these areas to achieve a more satisfying life.

Value bingo

This is an adaptation of the familiar Bingo game. Players interpret statements and position their markers accordingly. Verification of the correct response follows each play.

Statements are given in place of numbers, and players are to identify the value emphasis in each statement. Immediate feed-back is provided for reinforcement of the precise value meaning sought.

The players learn to interpret verbal statements in terms of underlying value intent. They learn to freely evaluate each statement since there is no penalty for guessing. The "correct" answer is provided after each statement is read. Ability to differentiate between enhancement and deprivational statements is quickly developed. Opportunity for discussion at the classroom level is provided.

Valuing: exploration and discovery

This kit is a program of experiences for groups and individuals who are concerned about personal growth and fulfillment.

It provides a series of experiences to bring into focus the important value dimensions of our lives. To clarify what our values are, to

understand how they affect our encounters and relationships with others and with the changing world around us.

Other Points covered in this kit are:

- Confronting change: dealing with out feelings about change is no simple task. We need the concern and support of others. Therefore, how we relate to other persons is important.
- Knowing how to relate: know yourself, be open to and understand others. Understanding involves more than listening to what is said; it means listening to feelings and attitudes as well.
- Trust: one important element in personal relationships. To trust another is to value another — to affirm his value as a person.

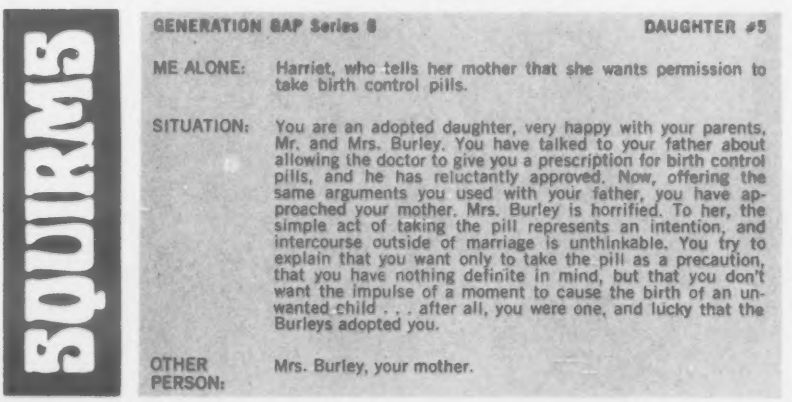
These are some of the insights you will gain from the experiences in this kit. Hopefully, through such sharing you will come to a better understanding of your values, and of the changes that occur within you as you encounter others in a changing world.

Match wits

Match Wits helps players develop an understanding of the value needs expressed in typical human behavior. It aids in the analysis of common situations. It strengthens and broadens the understanding of potential value gains and losses in human interaction. Players develop a fundamental awareness of the range of possible behaviors and attitudes caused by withholding value needs, and the sharing and enhancement of value needs. It develops insight into the value-laden characteristics of every deliberate act of man.

Can of squirms

Can of Squirms is a dialogue game of pleasure and discovery. Draw a Squirm from the can. Play it out. Listen. Ideas and attitudes, unsuspected, will surface to the surprise of everyone. This game can be used as a teaching aid to encourage lively discussion.


SQUIRMS
GENERATION GAP Series 8
DAUGHTER #5
ME ALONE:
Harriet, who tells her mother that she wants permission to take birth control pills.
SITUATION:
You are an adopted daughter, very happy with your parents, Mr. and Mrs. Burley. You have talked to your father about allowing the doctor to give you a prescription for birth control pills, and he has reluctantly approved. Now, offering the same arguments you used with your father, you have approached your mother. Mrs. Burley is horrified. To her, the simple act of taking the pill represents an intention, and intercourse outside of marriage is unthinkable. You try to explain that you want only to take the pill as a precaution, that you have nothing definite in mind, but that you don't want the impulse of a moment to cause the birth of an unwanted child . . . after all, you were one, and lucky that the Burleys adopted you.
OTHER PERSON:
Mrs. Burley, your mother.

My cup runneth over

The essential purpose of My Cup Runneth Over is to assist the player in communicating his values and interpreting the values communicated by others. He will become aware of how values are expressed in words, actions and in combination of both words and actions.

The player will begin to realize that his values are interpreted differently by other players, and how he sees himself is often not the way they see him. He will learn that communicating his values accurately to others takes time and practice on his part.

By playing My Cup Runneth Over, the player becomes aware of how to recognize values which are being communicated to him, and will begin to apply this ability, thereby developing a better understanding of himself and others.

Tell it like it is! The ungame

The Ungame was designed to help people experience the fun of learning how to communicate more effectively. As thoughts, ideas and feelings are shared a deeper understanding of others and of oneself is developed. Each person's ability to respond and become involved will improve as he continues to Tell It Like It Is.

Resources

Print

Values clarification: Simon-Raths

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Turned Round to See 11 min. Personal identity.

Projects

Here are some of the projects attempting to apply values materials and strategies to school curricula.

- Moral Education Project
Clive Beck
Ontario Institute for Studies in Education
Department of History and Philosophy of Education
252 Bloor Street West
Toronto, Ontario

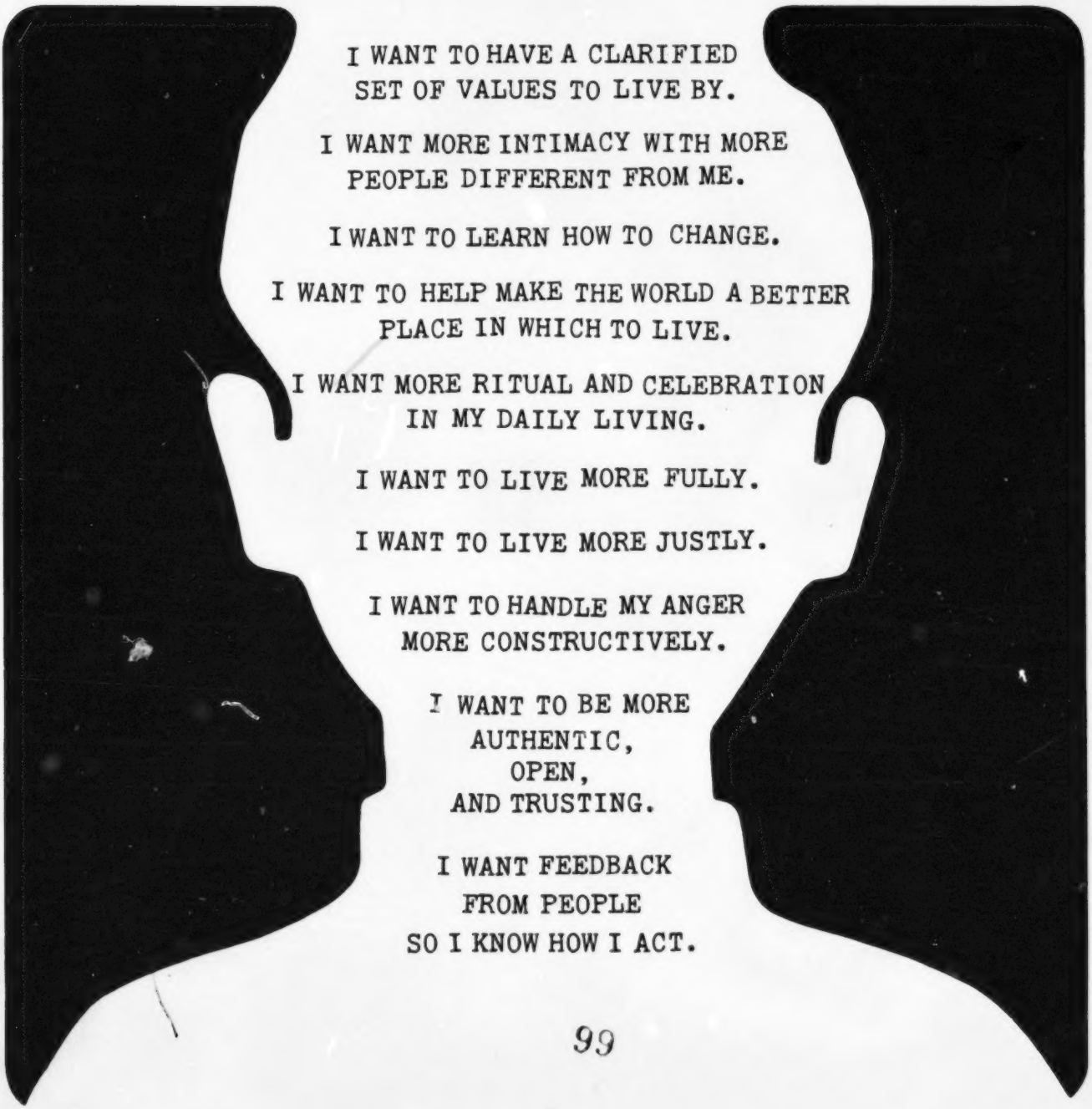
- Hamilton-Halton Values Education Project
John Meyer
Values Education Centre
2468 Glenwood School Drive
Burlington, Ontario
and
Steve Barrs
Hamilton Board of Education
100 Main St. West
Hamilton, Ontario

- York County Values Education Project
Brian Burnham
York County Board of Education
Box 40,
Aurora, Ontario

- London Moral Education Pilot Project
Doug Fairbairn
Board of Education for the City of London, Box 5873, Terminal A
London Ontario

- Scarborough Values Education Project
Ron Wideman
Lord Roberts Public School
165 Lord Roberts Drive,
Scarborough, Ontario.

"The Priority Ladder" — Rank order what is most important.



I WANT TO HAVE A CLARIFIED SET OF VALUES TO LIVE BY.

I WANT MORE INTIMACY WITH MORE PEOPLE DIFFERENT FROM ME.

I WANT TO LEARN HOW TO CHANGE.

I WANT TO HELP MAKE THE WORLD A BETTER PLACE IN WHICH TO LIVE.

I WANT MORE RITUAL AND CELEBRATION IN MY DAILY LIVING.

I WANT TO LIVE MORE FULLY.

I WANT TO LIVE MORE JUSTLY.

I WANT TO HANDLE MY ANGER MORE CONSTRUCTIVELY.

I WANT TO BE MORE
AUTHENTIC,
OPEN,
AND TRUSTING.

I WANT FEEDBACK
FROM PEOPLE
SO I KNOW HOW I ACT.